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ABSTRACT

This guide was developed as part of the exploration phase of the Central Kansas Career Implementation Model for Middle School students, a program called EXPLORE. Designed as a resource book which can be used to supplement or enrich the regular curriculum, this guide contains 182 career exploration activities developed using the Kansas Guide for Career Education as a resource in identifying objectives. The career exploration activities are organized in the following three sections: (1) Exploring Self contains exploring values (7 activities), exploring strengths (6 activities), exploring choices (10 activities), and exploring the influence of significant others on self (4 activities). (2) Exploring Career Clusters incorporates project discovery packages, career minipackages, and career units into 11 career clusters. The following activities are included in a variety of combinations in each of the career clusters: 20 Project Discovery package exploration contracts with accompanying word search games and vocabulary matching exercises; 27 minipackages; and 18 teacher's guides (career units related to specific clusters) developed as subject matter infusion activities. (3) Games and Other Fun Career Activities contain 50 career-related activities designed to enrich regular curriculum. Materials are addressed to the teacher concerning implementation and utilization are also included in this guide. (TA)

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EXPLORE

Leader's Guide

Career Education Activities for Middle School Teachers

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Topeka, Kansas 66612

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No matter how clear the need for new career-related curriculum materials, no matter how thorough and creative the writers who prepare such materials, there always remains in the minds of everyone connected with a project one key question, "Will it work?" To find the answer to that question, the following teachers in the Central Kansas area agreed to assist with field-testing, subjecting the activities to actual classroom use by typical students in a typical learning situation. For their excellent suggestions and candid replies, we offer grateful appreciation to the following:

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Nan Krumroy	Santa Fe Middle School	Newton USD
Jean Lundstedt	Buhler High School	Buhler USD
Ed McAtee	Santa Fe Middle School	Newton USD
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June, 1976

INTRODUCTION

EXPLORE PROGRAM

The thrust of the Central Kansas Career Development Program EXPLORE has been to initiate career development education in selected junior high/middle school sites of the Central Kansas Area. Project activities were centered in 4 unified school districts of the area, working with key instructional and guidance personnel of the districts, 1974-75.

The activities of the program have generated a sincere interest in career development and identified the fact that there is a need for a variety of learning formats in schools that have implemented career development programs. The EXPLORE program was expanded to include 19 districts in 1975-76.

The revised goals implemented during Phase II of the Central Kansas Career Development Program have allowed the necessary dimensions for this project addition. The program goals are as follows:

GOAL I: The students will become aware of self and the world of work. This awareness will enable them to make life career decisions as their environment changes and adjustment becomes necessary

GOAL II: The student will be able to relate basic education curriculum into life career development

A. Statement of the Problem

Great strides have been made in Kansas in the development of awareness as defined in the Kansas Guide for Career Education. However, considerably less has been done to date regarding the development and implementation of the exploration phase of the model.

This project was designed to deal directly with this exploration phase of development of the Kansas Model by bringing into focus student activities that would bring change to the traditional educational pattern. Direction was given to implementing Project Discovery Career Exploration Packages, which have been developed by the Southwest Iowa Learning Resources Center, and are now being disseminated by the Phi Delta Kappa Center for the Dissemination of Innovative Programs.

Project Discovery is a "Hands-on" individualized packaged set of career exploration activities for the junior high/middle school student. Career exploration kits contain hardware, materials, and student instructional booklets. Each package directs the student through typical job-related activities using the terminology, tools, and materials of the job being simulated. Field testing and revision of 20 of the packages have been completed and the packages are available for general use in schools during the 1975-76 school year.

B. Exploration Phase of the Kansas Model*

The exploratory process phase is one of the most vital for the individual. Here he/she begins to examine many occupational areas to a much greater degree in order to become acquainted with occupational alternatives in light of his/her self-knowledge. Exploration allows individuals to consciously penetrate the context of either simulated or directed work environment activities and to examine that experience in terms of clarifying or modifying the career self-concept. Students need an opportunity to test themselves out through "hands-on-experiences" in simulated or direct work settings if they are to know themselves in work terms. For hands-on experiences to be exploratory they must be followed by structured experiences to aid the individual in interpreting the meaning the experience has for him. The student should ask the following question after each experience: "How did I feel about myself when I was involved in that work role?"

All activities in this EXPLORE Program Leader's Guide were developed and adapted to meet the Goals in the Exploration Phase of the Kansas Model. They are as follows:

I. Exploration in Relation to Self:

The individual should:

A) recognize the uniqueness of each individual including oneself.
B) recognize and identify some of the individual and environmental factors which influence career development.
C) explore many occupational possibilities in light of one's self-knowledge.
D) recognize the importance of organizing one's time and energy.
E) begin learning the skills involved in the decision-making process.
F) modify or clarify one's self-concept in light of hands-on experiences.
G) Examine market alternatives as related to various value systems.

II. Exploration in Relation to Work:

The individual should:

A) apply basic educational, manipulative and cognitive skills in performing simulated work activities of a creative, organizational, and operative nature.
B) describe and differentiate one's self-characteristics as they are related to course selection and broad occupational areas.
C) explore occupational clusters through hands-on, simulation, and observation experiences.
D) realize that education and work are inter-related.
E) describe the major concepts underlying the economic and industrial systems by which goods and services are produced.

---

*Kansas Guide for Career Education (Topeka: Kansas State Department of Education, 1973).

F) describe differences among occupations in terms of tools used, nature of tasks performed, prerequisite skills required for entrance, and contribution of each to our society.

G) recognize the personal and social significance that work has in the lives of individuals at varying levels within the occupational structure.

III. Exploration in Relation to Leisure:

The individual should:

A) actually become involved in many leisure activities that will develop mental and physical dexterity.

B) explore the relationship between the use of leisure time and individual needs.

C) explore personal values as they relate to leisure activity and continue to relate hobbies, games, activities to self-knowledge.

D) explore the management factors inherent in decision-making regarding leisure time.

DISTRICT LEVEL GUIDELINES FOR THE SUPERINTENDENT

Preparation and planning is necessary for the implementation of an EXPLORE Program. First and foremost in implementation is a commitment and belief in the value of exploration--a conviction that the junior high/middle school student needs this kind of program. There are 3 levels of implementation: district, school, and classroom.

On the district level it is suggested that some kind of comprehensive statement be prepared by the administration on what career exploration is. Along with this could be a packet prepared for the Board of Education which consists of: a description of what the EXPLORE Program is, a copy of the Leader's Guide, a rough timetable for program implementation (staffing, physical facilities, target population, etc.)

Depending on the policy of the superintendent, the film "I'd Rather Be"*, which describes the Project Discovery packages, could be shown. Samples of packages could be displayed.

The philosophy of career exploration, if properly used, reconstructs the curriculum for greater relevance of all studies. Although the initiative to implement the career EXPLORE Program must occur at the classroom level, there are certain responsibilities that must be carried out at the district administrative level. The role of District administration in the area of career exploration might include:

1. Advocate career exploration for the junior high student and provide technical assistance.
2. Provide for dissemination of career exploration materials, instructional resources, and sources of funding.
3. Provide certain guidelines for planning, organizing, and implementing hands-on-career-related activities in the total curriculum. (See APPENDIX 9, GUIDELINES FOR DEVELOPMENT OF AN IMPLEMENTATION MODEL . . .)(Page 425)
4. Provide assistance in adapting curriculum materials to the local school setting.
5. Provide periodic in-service workshops to insure perpetuation of the career exploration concept. (See APPENDIX 10, SUGGESTED IN-SERVICE PROGRAM) (Page 431)
6. Provide evaluation procedures and assist in developing instruments for evaluation of the school implementation plan.

---

*Film produced by Project Discovery (Red Oak, Iowa: Southwest Iowa Learning Resources Center, 1975).

EXPLORE PROGRAM

SCHOOL LEVEL ORGANIZATIONAL GUIDELINES FOR THE PRINCIPAL

The greatest impact will come when all staff members cooperate in the development of the EXPLORE Program. Principals can, of course, delegate the operation and management of the program to responsible staff members. But successful implementation of the program still begins with one person's assuming responsibility of coordinating the total programming effort.

It is not the intent of this Leader's Guide to provide a package program of Career Exploration for a junior high/middle school but rather to provide a structure within which a school may develop its own tailor-made concept of exploration. The quantity and the quality of opportunities for career exploration may be at the discretion of the school and community.

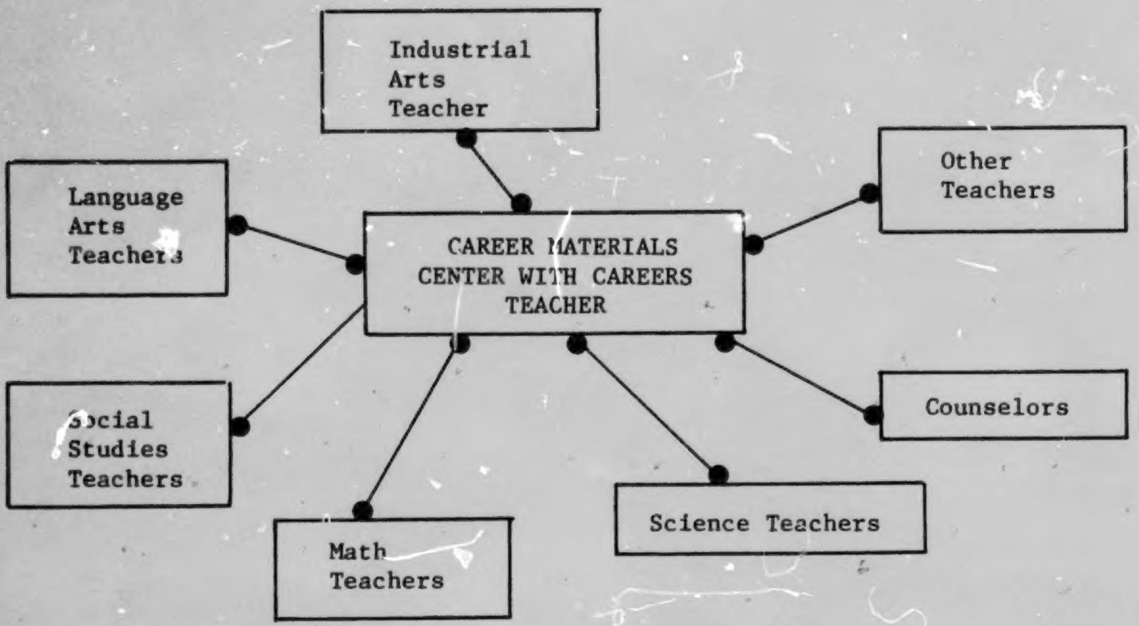
The following contains suggested steps necessary for organizing, implementing, and managing a sound EXPLORE Program in a junior high/middle school program:

1. Assess changes necessary for incorporating the EXPLORE Program into the existing educational program.
2. Involve staff in operational activities: (Use Appendix 9 Guidelines for Development of an EXPLORE Implementation Model.) (Page 425)
    a. Include key personnel in each of the subject matter areas to design a framework for implementing EXPLORE which would include
        (a) target population needs
        (b) goals of EXPLORE
        (c) design of a school model for implementing goals
        (d) suggested activities
        (e) plans for periodic review of the plan
3. Implement the career EXPLORE Program Plan
    a. Integrate EXPLORE concepts (based on the Exploration phase of the Kansas Model) into the existing curriculum
    b. Provide for a district-wide communications system for sharing ideas, problems, etc.
    c. Provide intensive periodic in-service program (this includes time for teacher planning).
    d. Identify available resources (school and community and parents)
        (1) field trip sites
        (2) resource speakers
        (3) supportive agencies
    e. Develop a program evaluation process
        (1) Identify EXPLORE outcomes to be measured
        (2) Develop a feedback system for keeping records on a target population experience. Use these findings for measuring extent of student exploration experiences.
    f. Provide a program of maintenance and updating of materials.

The EXPLORE Program should be organized in a fashion that provides a means whereby the goals and objectives of this project could be carried out within each school's existing curriculum. Two organizational plans have been devised. They are Plan I, the Career Materials Center Approach, and Plan II, the Departmental Approach. These plans are illustrated in Figures 1 and 2.

FIGURE 1

PLAN I: PROJECT DISCOVERY IMPLEMENTATION CAREER MATERIALS CENTER APPROACH


Industrial Arts Teacher
Language Arts Teachers
Other Teachers
CAREER MATERIALS CENTER WITH CAREERS TEACHER
Counselors
Social Studies Teachers
Science Teachers
Math Teachers

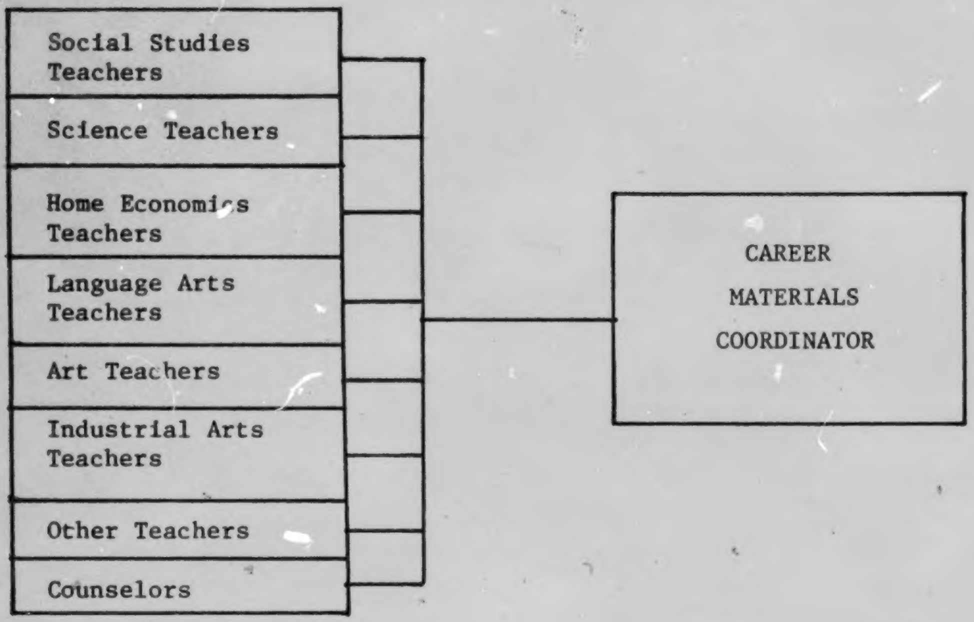
PLAN I utilizes one or a combination of the following adaptations:

---

1. Career exploration packages are stored and/or displayed in the Career Materials Center (or Careers Classroom) and are used by students assigned by teachers to the center for career exploration.
2. Packages are housed in the Career Materials Center and are used in a regularly scheduled Careers Class.
3. The Career Materials Center teacher maintains the inventory of package materials, with the assistance of a part-time Career Materials Assistant.
4. Other teachers "check out" the packages related to their teaching field from the Careers Materials Center teacher.

FIGURE 2

PLAN II: PROJECT DISCOVERY IMPLEMENTATION DEPARTMENTAL APPROACH


Social Studies Teachers
Science Teachers
Home Economics Teachers
Language Arts Teachers
Art Teachers
Industrial Arts Teachers
Other Teachers
Counselors
CAREER MATERIALS COORDINATOR

PLAN II utilizes one or a combination of the following adaptations;

---

1. Discovery packages and inventories are coordinated and maintained by a Career Materials Coordinator (may be assigned to a teacher or a paraprofessional a few hours per week).
2. Teachers use packages related to their instructional field.
3. Discovery packages are stored departmentally. That is, industrial arts-related packages are stored in the industrial arts area. Home economics-related packages are stored in the home economics room, etc.

LEADER'S GUIDE

WHAT THE LEADER'S GUIDE IS:

The LEADER'S GUIDE for the EXPLORE Program contains 182 career exploration activities developed for use by teachers who teach Grades 6-9. The LEADER'S GUIDE is designed as a resource book which you can use to supplement or enrich regular curriculum by integrating one or more of these activities into the course that you teach. All activities in the LEADER'S GUIDE are developed using the Kansas Guide for Career Education as a resource in identifying objectives.

The Career Exploration Activities are organized in the following 3 sections:

I. EXPLORING SELF SECTION (Printed on pink paper)

Exploring Values: 7 Activities

Exploring Strengths: 6 Activities

Exploring Choices: 10 Activities

Exploring the Influence of Significant Others on Self: 4 Activities

II. EXPLORING CAREER CLUSTERS SECTION (Printed on blue paper)

This section incorporates PROJECT DISCOVERY Packages, Career Mini-Packages, and Career Units into 11 Career Clusters. The following activities are included in a variety of combinations in each of the Career Clusters:

A. There are 20 Project Discovery Package Exploration Contracts with accompanying Word Search Games and Vocabulary Matching Exercises.

B. There are 27 Mini-Packages incorporated into the career clusters to give the students additional opportunities to try out work-related tasks.

C. There are 18 Teacher's Guides (Career Units Related to Specific Clusters) developed as subject matter infusion activities.

III. GAMES AND OTHER FUN CAREER ACTIVITIES (Printed on green paper)

This section contains 50 career-related activities designed to enrich regular curriculum.

HOW TO USE THE LEADER'S GUIDE

1. Read the Introduction. This section presents the goals of the EXPLORE PROGRAM and discusses why it is important to integrate career exploration activities into traditional subject areas.

2. Read the Activities Summaries which introduce the following sections:

I. EXPLORING SELF (Printed on pink paper) . . . . Page 15

II. EXPLORING CAREER CLUSTERS (Printed on blue paper)

It is not the intent of this LEADER'S GUIDE to provide a packaged program for all of the career clusters but rather a structure within which a school may develop its own tailor-made concept of exploration. We encourage teachers in your school to develop their own mini-packages and teacher's guides to supplement these activities making use of available resources.

Business and Office . . . . Page 93
Agri-Business, Natural Resources . . . . Page 123
Construction . . . . Page 135
Consumer, Food Services and Home Economics . . . . Page 149
Health . . . . Page 167
Transportation . . . . Page 197
Communications and Graphic Arts . . . . Page 213
Personal Services . . . . Page 237
Public and Social Services . . . . Page 259
Sciences, Fine Arts, and Humanities . . . . Page 283
Marketing . . . . Page 293

III. GAMES AND OTHER FUN ACTIVITIES (Printed on green paper) Page 319

3. Read the SUBJECT AND TITLE INDEX . . . . Page 443

4. Check the subjects and titles that you think might meet the following criteria:

   a. will help you best to achieve your subject area objectives

   b. are most appropriate to your students' learning styles and abilities

   c. might interest and benefit the students in your class

5. Include at least one activity each from the 3 color-coded sections. That is, try to include a pink, blue, and green-coded activity in integrating career concepts into your subject matter area.

6. Read the APPENDIX SECTION . . . . Page 405

7. Adapt the activities in the LEADER'S GUIDE to meet your needs. That is, feel free to use parts of the activities. Or simply use these activities for developing your own career units.

EXPLORING SELF

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ACTIVITIES SUMMARY

EXPLORING SELF

This section of the LEADER'S GUIDE contains the following activities. Activities are alphabetized by title under each of the following headings: (I) Exploring Values, (II) Exploring Strengths, (III) Exploring Choices, Setting Goals, and Making Decisions, and (IV) Exploring the Influence of Significant Others on Self. A summary of each activity and the Kansas Guide for Career Education Objective Code is included after each title listed below. Refer to Appendix 7 for definitions of objective codes.

I. EXPLORING VALUES

COLLAGE OF VALUES: Students make a collage of their values. They then interpret their pictures in small group discussions. Objective Code: IB (Page 19)

DO YOU SHARE SIMILAR VALUES WITH YOUR FRIENDS?: Students make a log of weekend activities, pick the 3 most important values evidenced by how they spent their time, and then share their values with their friends. Objective Code: IIIB (Page 21)

LIFE LINE ACTIVITIES: Students chart their values on a life-line time scale. Students then construct a mural representing needs, values, and interests of people in different age brackets. Students compare these values with their own values. Objective Code: IB (Page 23)

PICTURE YOURSELF: Students discuss the difference between a value and a valuable. Students then picture themselves in pictures which represent certain values. Objective Code: IIIC (Page 25)

TWENTY THINGS I LIKE TO DO: Students explore 20 things they most like to do and apply a process of valuing to this list. Objective Code: IIIC (Page 27)

VALUES AUCTION: Students explore values using an auction format. Objective Code: IIIC (Page 29)

VALUES PRESENTED IN THE MEDIA COMPARED WITH MY PERSONAL VALUES: Students compile newspaper and magazine advertisements and analyze what kinds of "values" are being sold. They role play commercials and identify values being sold. Students then compare their values with those presented in the media. Objective Code: IIIC (Page 35)

VALUES FOR SALE: Students place a price on selected values. They then analyze why some values brought higher prices. Objective Code: IIIC (Page 37)

II. EXPLORING STRENGTHS

AN APPRAISAL OF MY ABILITIES: Students consider the abilities they feel they possess and indicate the degree of the ability on a scale from 1 to 3. Objective Code: IA (Page 39)

HOW THE SHOE FITS: Students choose descriptive words that describe their personalities. Objective Code: IA (Page 41)

THE KIND OF JOB I WOULD LIKE TO HAVE: HOW IMPORTANT IS IT TO ME? Students indicate the degree of importance they would place on certain work rewards using a scale of 1 to 4. Students then relate this to their appraisal of abilities. Objective Code: IA (Page 43)

MY PERSONALITY: The students rate their own personality in 3 ways: (1) As I am now, (2) As I would like to be, and (3) As others see me. Objective Code: IA (Page 45)

MY STRENGTHS AND YOUR STRENGTHS: Students explore how they feel about their own strengths and other people's strengths. They role play positive and negative feedback situations related to interpersonal relationships. Objective Code: IIIC (Page 47)

SELF-PICTURE CHECKLIST: Students examine some features of their personality as they see it and as they would like their personality features to be. Objective Code: IB (Page 53)

III. EXPLORING CHOICES, SETTING GOALS, MAKING DECISIONS

CHOOSING THE GIFT YOU WOULD LIKE TO RECEIVE: Students analyze the decision-making process using a game format. Objective Code: IE (Page 57)

COMPROMISES: Students form small discussion groups and apply the decision-making process using case studies. Objective Code: IE (Page 59)

COUNTDOWN, CONFLICTS, CHOICES: Students discuss the either/or situations in their lives. Students begin learning the skills involved in the decision-making process. Objective Code: IE (Page 63)

DAY BY DAY I'M ON MY WAY: Students analyze their own use of time and energy and compare this with their goal priorities. Objective Code: IE (Page 67)

DO YOU KNOW WHAT YOU WANT?: Students set tentative goals and begin learning the skills involved in the decision-making process. Objective Code: IE (Page 69)

III. EXPLORING CHOICES, SETTING GOALS, MAKING DECISIONS (continued)

EXPLORING CIRCUMSTANCES, CHOICES AND CONSEQUENCES: Students analyze the circumstances that affect fictional characters' lives. Students analyze the decision-making process by using feedback in the game of skill as compared with a game of chance. They relate the decision-making process to circumstances in their own lives through role playing, poetry, and other literary devices. Objective Code: IE (Page 71)

FIELD-FORCE ANALYSIS OF A GOAL: Students learn an approach to setting goals and analyzing them. Objective Code: IE (Page 75)

GAME OF SKILL OR GAME OF CHANCE?: Students relate the rules for goal setting to a game format by comparing two different approaches to winning at a game. They then relate this process to their own lives. Objective Code: IE (Page 77)

GEOGRAPHY AND ITS EFFECT ON LIFE STYLE: Students relate the decision-making process in analyzing factors that influence life styles. Objective Code: IE (Page 81)

REFLECTIONS ON MY LIFE: Students chart activities for one week in diary form. Students then prioritize goals and make another log of the week's activities. They then analyze their activities and check for consistency in activities and goal priorities. Objective Code IE (Page 83)

IV. EXPLORING THE INFLUENCE OF SIGNIFICANT OTHERS ON SELF

FAMILY TREE: Students make an occupational family tree. They then explore the influence of members of the family on their life career decisions. Objective Code: IB (Page 85)

INTERVIEW WITH AN ADULT WHO HAS HAD AN INFLUENCE ON YOUR LIFE: Students interview a significant person in their lives. They discuss whether this person has had an influence on their own goals or values. Objective Code: IB (Page 87)

SIGNIFICANT OTHERS MAY INFLUENCE OUR DECISIONS: Students read a biography and analyze how significant others influenced the main character's life. Objective Code: IB (Page 89)

WHO IS IMPORTANT IN YOUR LIFE AND WHY? Students pair up and interview each other on who is important in their lives and why. Objective Code: IB (Page 91)

EXPLORING values

Activities: Making a collage of values
Discussing the collage with other students

Objective: To explore personal values as they relate to leisure activity
To identify some of the factors which influence career development

COLLAGE OF VALUES[*]

Prepare a collage of magazine pictures on a large sheet of tagboard.

Divide the poster into areas or attractive patterns so as to separate pictures representing:
a. values which influence them
b. personality traits they have
c. abilities
d. interests

For instance, a person who places a great deal of value or worth on religion and morality might be shy or outgoing as a personality type, have skill in fixing cars or cooking foreign foods, and be interested in any number of things like "helping professions."

Avoid all literal pictures and a presentation that falls into a rut like: This is a picture of a girl that's supposed to be me . . . Instead, a picture of a large carrot might be used to represent an interest in cooking or health foods, or to suggest a type of personality who is bright, colorful, crisp, spunky, sparkly with a zest for life--but a little green.

The collages will be used in small informal group discussion. You will be asked to interpret your pictures to a small group of classmates who will try to help them discover about a half dozen occupational areas for which you might be or might become qualified. Write down on the back of your poster six general job areas in which you think present values, interests, and abilities would be in harmony. After the members of this group have made their suggestions as to possible occupational areas, compare the lists.

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[*] University of Minnesota, Career Development Through English, a Learning Opportunities Package (St. Paul: Minnesota Department of Education).

EXPLORING values

Activities: Making a log of weekend activities
Sharing values with your friends

Objective: To explore personal values as they relate to leisure activity

DO YOU SHARE SIMILAR VALUES WITH YOUR FRIENDS?*

1. Fill in what you did last weekend. Pick the 3 most important values as evidenced by how you spent your time.

	SATURDAY		SUNDAY
8		8	
9		9	
10		10	
11		11	
12 Noon		12 Noon	
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	
7		7	
8		8	
9		9	
10		10	
11		11	
12		12	

2. Share your values with friends. How do your values differ?

3. How do you suppose your grandparents spent their weekends?

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*Adapted from an activity developed by the Career Education Project, Career Education: Learning with a Purpose (Sedalia, Missouri: State Fair Community College).

Student Handout

EXPLORING values over a lifetime

Activities: Charting the ups and downs of your life
Comparing your values with other age groups

Objective: To recognize and identify some of the individual and environmental factors which influence career development

LIFE LINE ACTIVITIES

1. Construct a straight line the length of a sheet of paper. Starting on the left, number by two's to the right side of the paper ending with your age on the right margin. At the upper level designate the good ups of your life by designating with a dot when they happened. At the lower level designate the "downs" and chart them.

2. On the back side of the paper project the ups and downs you expect to have happen to you in the next ten years. How can you influence these predictions?

3. Stretch a length of yarn along a wall. Divide it into five-year sections. Cut out pictures of values and tape them to the yarn along the time continuum. Discuss the significance of each in relation to the point in time this value appeared.

4. Construct a mural representing the needs, values, and interests of people in different age brackets. Interview people in the various age brackets. Keep a journal of your observations and conversations. Take pictures and collect items that might be useful in constructing the mural. Do values, needs, and interests seem to change over a life time? How do the values, needs, and interests of the various age groups seem very much like our own?

EXPLORING values

Activities: Using the process of valuing to analyze pictures

Objective: To explore personal values as they relate to leisure and school activities and to continue to relate these activities to self-knowledge

PICTURE YOURSELF

1. Introduce a discussion on values by asking students to bring in at least one prized possession to class. Have students list reasons for prizing the item. Then have the students list other items they have such as pictures of friends, guitars, trophies, jewelry, etc. List these on newsprint. Many of these will relate to hobbies. Point this out. Title the list, "We value the things we need or think we need."

2. Ask the students to discuss how these lists of possessions reflect a description of the person and his/her values. Discuss the difference between a value and a valuable.

3. Ask the students to think of one prized possession. Does it satisfy a need for love? Recognition? Family? Beauty? List other values. Move from valuable to value, from concrete to abstract.

4. Indicate to the students that their choices of values may be affected by the times in which they are living. Ask a senior citizen what their values were when they were your age. How do these compare with today? Discuss the reasons for these changes.

5. What are some of the things you want to gain in life? Do a mind picture of yourself. It is your own mental television. Picture yourself in various pictures by attaching some of the following values beside each picture: Power, Independence, Pride of Accomplishment, Self Confidence, Money, Praise from Others, Security, Popularity, etc.

6. Which mind picture made you most comfortable? Draw that picture of yourself on a large piece of newsprint. Be doing something that would represent something you value. Share it with the class. For example, print the value POWER on the newsprint.

PICTURE YOURSELF
Page 2

Picture yourself leading a group of people. Tell what steps you will need to take to achieve this "picture" which represents the value POWER. This is not an art assignment. Just relax and enjoy picturing yourself in this POWER situation. Have the class help you to add more things in the picture that would be more consistent with the value POWER. For example, instead of picturing yourself leading a group of people in a school, picture yourself running for a public office. If you do not feel comfortable with this picture of yourself, try another VALUE picture. Here are some other values you could picture: BEAUTY, LOVE, FAMILY, MONEY, SECURITY, etc.

Student Handout

EXPLORING values

Activities: Evaluating activities you like to do using certain valuing questions

Objective: To explore personal values as they relate to leisure, home, work and school and to continue to relate these activities to self-knowledge

20 THINGS I LIKE TO DO[*]

1. Number your page from 1-20. List in the first column 20 things you really like to do. Do it quickly, writing down the first things that come to your mind. This is your private list, and you should put things that you enjoy, that make you happy, that are fun, that make you feel good.
2. In the second column, put an A for activities done alone, P for activities done with people.
3. Check each activity that costs more that $5.
4. Check each activity you would be willing to declare publicly.
5. Check those you would have on your list 2 years ago.
6. Check those you think your father would put on his list.
7. Check those you think your mother would put on her list.
8. Write the approximate date you did each activity.
9. How often this year did you do it (Never, seldom, often, very often)?
10. Number the top five (1-5), the ones you like to do best.

Study your sheet and state what you learned.

Were you surprised?

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[*] This activity is adapted from Sidney B. Simon, "Twenty Things You Love to Do," Strategy Number 1, Values Clarification (New York: Hart Publishing Co., 1972, pp. 30-32).

EXPLORING values

Activities: Clarifying values using an auction format

Objective: To clarify personal values

VALUES AUCTION*

The leader may introduce the Auction as follows: "We will now have a values auction. Each of the items on this sheet will be auctioned off to the highest bidder. You have $5,000 at your disposal for this auction. Take a few minutes to budget the amount you plan to spend on any given item. You can spend the money available on 1 or 2 items or on as many as you wish, so long as your total budget does not exceed $5,000."

Note to the Leader: Allow 5 minutes for the budgeting to occur or assign it to be done between sessions.

The leader becomes the auctioneer. You may begin with any item on the auction sheet. It is best not to proceed from top to bottom in the order in which items are found.

"We are ready now to begin the auction. Before we begin, let me make some comments. First, you are not restricted in your bidding to what you budgeted. If, during the auction, you decide to spend more than budgeted, you may do so as long as the total amount spent never exceeds $5,000. Second, when you have bought an item, that money is gone from your budget. If you bid and do not get the item, the money budgeted can then be used on another item of your choice. Third, please enter the highest amount you bid on any item into the middle column. Finally, enter the top bid which the item was bought for into the last column to the right. Now let us begin. Who will open the bidding at $50 for . . . ."

Notes to the Leader:

1. If an item is not popular enough with the group at the outset to begin at $50, lower it to get it started.

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*James McHolland, Human Potential Seminars: Leader's Manual (Basic) (Evanston, Illinois: Human Potential Seminars, 1972, pp. 45-49). With permission.

2. When bidding seems finished on any given item, move toward closure with "going once, going twice, sold to ______________ for $______."

3. It is best to keep dollar bid jumps in $25 amounts or higher. Fifty cents or $1 increases take considerably longer to conclude the bidding and can make the auction drag.

4. Proceed through the auction until each item has been auctioned off.

Deriving Values from the Value Auction

The key to the leader's Values Auction Key shows the value areas being auctioned. These values are to be pointed out after the auction is completed.

"Let me point out the value areas which were involved in the various items. A satisfying and fulfilling marriage is the value area of marriage, etc.

"You may want to compare the value areas you bought or bid the highest on with those top 5 values you have clarified in other values activities. Is there any similarity between the two sets of values? If so, where?"

Note to the Leader: Allow time for people to check and make a response.

"Now I would like for you to consider the $5,000 as representing your life. It is the total amount of time, energy, strength, etc., that you have available for investing in your values. As you budgeted, you were engaged in a rational approach to your values. As you participated in the auction, your emotions may have begun to take over on certain value items. Thus, the second column is an emotional approach to your values. You need to look at and listen to what your feelings and behavior during the auction say about your values.

Some things for you to consider are:

--How did you feel during the auction?

--How did you feel when engaged in a real contest with someone over the same item?

--Did you stick closely with the amount budgeted?

--Did your emotions upset your rational plans and deprive you of other value areas later because your resources were gone?

--Did you consistently stop short of getting a value item you wanted because you were reluctant to take a risk?

--Did you 'bargain bid' and spread yourself so thin that you ran out of resources later on a more valued item?

We may get clues through this auction experience as to what we do to or about our values during our daily living."

Note to the Leader: Allow plenty of time for people to discuss some of the aspects outlined above. While the Values Auction is often fun, it also sparks a lot of feeling and thinking which may now need to be explored.

Student Handout

Values Auction

	Amount I Budgeted	Highest Amount I Bid	Top Bid?
A satisfying and fulfilling marriage			
Freedom to do what you want			
A chance to direct the destinies of a nation			
The love and admiration of friends			
Travel and tickets to any cultural or athletic event as often as you wish			
Complete self-confidence with a positive outlook on life			
A happy family relationship			
Recognition as the most attractive person in the world			
A long life free of illness			
A complete library for your private use			
A satisfying religious faith			
A month's vacation with nothing to do but enjoy yourself			
Lifetime financial security			
A lovely home in a beautiful setting			
A world without prejudice			
A chance to eliminate sickness and poverty			
International fame and popularity			

	Amount I Budgeted	Highest Amount I Bid	Top Bid?
An understanding of the meaning of life	________	________	____
A world without graft, lying or cheating	________	________	____
Freedom within your work setting	________	________	____
A really good love relationship	________	________	____
Success in your chosen profession or vocation	________	________	____

James McHolland and Roy Trueblood, Human Potential Seminars: Leader's Manual (Basic) (Evanston, Illinois: Human Potential Seminars, 1972, pp. 48-49).

VALUES AUCTION KEY

	Values
A satisfying and fulfilling marriage	(marriage)
Freedom to do what you want	(personal autonomy)
A chance to direct the destinies of a nation	(power)
The love and admiration of friends	(love, friendship, approval)
Travel and tickets to any cultural or athletic event as often as you wish	(travel, pleasure, athletics, aesthetics)
Complete self-confidence with a positive outlook on life	(emotional well being)
A happy family relationship	(family)
Recognition as the most attractive person in the world	(appearance)
A long life free of illness	(health)
A complete library for your private use	(knowledge)
A satisfying religious faith	(religion)
A month's vacation with nothing to do but enjoy yourself	(pleasure)
Lifetime financial security	(security)
A lovely home in a beautiful setting	(aesthetic, achievement)
A world without prejudice	(justice)
A chance to eliminate sickness and poverty	(altruism)
International fame and popularity	(recognition, approval)
An understanding of the meaning of life	(wisdom)
A world without graft, lying or cheating	(honesty)
Freedom within your work setting	(work autonomy)
A really good love relationship	(love)
Success in your chosen profession or vocation	(vocational achievement)

Student Handout

EXPLORING values

Activities: Comparing personal values with values presented in the media

Objective: To explore personal values as they relate to leisure activity and to continue to relate leisure activities to self-knowledge

VALUES PRESENTED
IN THE MEDIA COMPARED
WITH MY PERSONAL VALUES

1. Make a scrapbook of newspaper and magazine advertisements. Notice the ads in the very back of magazines. Label them according to what kind of appeal is made. What do the ads imply is important or valuable?

2. Collect pictures from newspapers and magazines of persons in jobs. Make a montage of those found in advertisements. Display these in the classroom. Be able to discuss your montage and share your ideas with other students. Gather into groups to discuss the lists or examples of advertisements you have collected. Focus on what influence this type of advertising has on the values Americans hold in regard to work.

3. Compile a list of the occupations seen most frequently on TV, in magazines, newspapers and in motion pictures. For example, in what occupations are the "ideal" people of TV shows and commercials most often engaged? Also, record those aspects of the job which are most often displayed as desirable (that is, adventure, money, status, life styles, etc.). Collect these lists on newsprint for one week. Post them around the room. You might want to draw cartoons of the "types" you observed.

4. Watch Saturday cartoons. What values are promoted in the commercials? Keep a log of appeals made to the audience.

5. Divide into small groups to pick a product on the open market and devise an ad campaign.

6. Invent a product, design it on paper, and write an ad for it.

7. Read Vance Packard's The Hidden Persuaders and Confessions of an Advertising Man. Give reports to the class or write reviews as they might appear in a magazine.

VALUES PRESENTED IN THE MEDIA COMPARED WITH MY PERSONAL VALUES
Page 2

8. Role play some commercials you have seen on TV. In introducing your commercial, indicate the values which are being "sold." If any roles in the commercial are stereotyping by age, sex, geography, or ethnic group, emphasize this. Here is an opportunity to show your acting ability and humor. Some commercials are sung. Do you have any musical talent?

9. Fill in the chart below. In the first column put an X beside what you feel are the five values most stressed in commercials in the media (radio, TV, newspapers or magazines). In the second column check those five values which are most important to you. How do your values compare with those checked under the values in the media column? On a separate page, list the five values in order of importance for both the media column and your values column.

Values	Values in the Media	My Values
To have good health		
To have friends and be liked		
To have good looks		
To be rich		
To be famous		
To travel		
To lead a life full of adventure		
To have a happy home life		
To own a new car		
To have clean clothes and a clean house		
To help others		
To have fun		
To be on my own		
To be a success on a job		
To be happy in my work		
To be respected by others		

Student Handout

EXPLORING values

Activities: Clarifying values by placing a dollar amount on selected values

Objective: To explore personal values as they relate to leisure, home, school and work and to continue to relate these activities to self-knowledge

VALUES FOR SALE!

If you were given $10,000 and you could buy anything from the following list, what would you choose? Put the $ amount on each choice:

______to be able to be on my own
______to help other people
______to live a life of challenge and adventure
______to have many friends
______to have the job of my choice
______to have a car of my own
______to be wealthy
______to have a nice home
______to be in charge of a group of people
______to stay in one place for the rest of my life
______to travel
______to be beautiful/handsome
______to have enough to live on for the rest of my life (moderate income)

1. Discuss the reasons for buying the items you did.

2. Are there any items you did not want to buy? Why not?

3. How hard are you willing to work for the items you selected?
   Tell how you plan to accomplish your goals in obtaining these items.

The idea for this activity was inspired by an activity entitled "Value Sale," developed by Linda Hart, Nancy Hartley, and Clyde Welter, BO-CEC Social Studies Resources Guide 7-9 (Fort Collins, Colorado: Colorado State University, disseminated by the National Business Education Association, 1976, p. A-3, A-4).

Student Handout

EXPLORING strengths

Activities: Assessing abilities

Objective: To recognize the uniqueness of each individual including oneself

AN APPRAISAL OF MY ABILITIES*

Listed below are several areas of ability. Consider each ability individually and check the degree you believe you possess.

Ability	Degree of Ability		
	Weak	Average	Strong
1. Physical			
a. Strength lifting and lots of walking, stooping, reaching, or moving things	______	______	______
b. Coordination	______	______	______
2. Manual (hand and finger dexterity, good at doing fine things with your hands)	______	______	______
3. Mechanical (working with tools and mechanical objects, fixing things)	______	______	______
4. Clerical (speed and accuracy with detail, numbers, names, keeping neat and accurate records)	______	______	______
5. Executive (leadership)	______	______	______
6. Social (ability to get along with others) .	______	______	______
7. Musical (dancing, playing a musical instrument)	______	______	______
8. Artistic	______	______	______

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*Adapted from an activity developed by Lois Carlson, Lorraine S. Hansen, Mary K. Klaurens, and W. Wesley Tennyson, Self-Concept Exploration (St. Paul: Pupil Personnel Services Section, Minnesota Department of Education, 1972).

AN APPRAISAL OF MY ABILITIES
Page 2

Ability	Degree of Ability		
	Weak	Average	Strong
9. Mental			
a. Verbal-meaning (ability to understand ideas expressed in words)			
b. Spatial (ability to think about objects in two or three dimensions)			
c. Reasoning (ability to solve problems logically)			
d. Numerical (ability to work with numbers accurately)			
e. Word-fluency (ability to write and talk easily)			
f. Memory (ability to recall past experiences)			

QUESTIONS FOR DISCUSSION:

1. Which do you see as your strongest areas? Your weakest?

2. How might this affect your choice of a vocation?

3. How closely do others agree with your appraisal of yourself? Where are others' appraisals of you most different from yours? Do you understand why?

4. Which abilities haven't you attempted to use?

5. Which abilities do you think are necessary for a vocation that interests you?

6. Would you like to try to improve in any of these abilities?

Student Handout

EXPLORING strengths

Activities: Writing descriptive words that describe you

Objective: To recognize the uniqueness of each individual including oneself

HOW THE SHOE FITS*

Consider each description word at the left below. How does each word apply to you? Write the descriptive word in the appropriate box to the right. Use all 18 words. Use your dictionary.

a. gutless
b. determined
c. class clown
d. procrastinator
e. church-goer
f. a loner
g. hard-working
h. rebellious
i. easily led
j. inventive
k. amiable
l. curious
m. reliable
n. spontaneous
o. a good daughter/son
p. brimming with energy
q. open-minded
r. a leader

SO TRUE	
WELL, SORT OF	
NOT ME	

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*Adapted from an activity developed by the Career Education Project, Career Education: Learning with a Purpose (Sedalia, Missouri: State Fair Community College).

Student Handout

EXPLORING strengths

Activities: Checking the degree of importance you would personally attach to selected job rewards

Objective: To recognize and identify some of the individual and environmental factors which influence career development

THE KIND OF JOB
I WOULD LIKE TO HAVE:
HOW IMPORTANT IS IT TO ME?[*]

Indicate the degree of importance you would personally attach to each item. Indicate with VI (Very Important); I (Important); UI (Unimportant); or VU (Very Unimportant) in the blank to the left of each job characteristic:

_____ 1. Ability Utilization: I could do something that makes use of my abilities.

_____ 2. Achievement: The job could give me a feeling of accomplishment.

_____ 3. Activity: I could be busy all the time.

_____ 4. Advancement: The job would provide an opportunity for advancement.

_____ 5. Authority: I could tell people what to do.

_____ 6. Company Policies & Practices: The company would administer its policies fairly.

_____ 7. Compensation: My pay would compare well with that of other workers.

_____ 8. Co-workers: My co-workers would be easy to make friends with.

_____ 9. Creativity: I could try out some of my own ideas.

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[*] Adapted from an activity developed by Mary Klaurens, Lorraine Hansen, and W. Wesley Tennyson, *Satisfactions and Rewards of Work: A Career Resource Guide* (St. Paul: Pupil Personnel Services Section, Minnesota State Department of Education, 1972).

THE KIND OF JOB I WOULD LIKE TO HAVE: HOW IMPORTANT IS IT TO ME?
Page 2

_____10. Independence: I could work alone on the job.

_____11. Moral Values: I could do the work without feeling that it is morally wrong.

_____12. Recognition: I could get recognition for the work I do.

_____13. Responsibility: I could make decisions on my own.

_____14. Security: The job would provide for steady employment.

_____15. Social Service: I could do things for other people.

_____16. Social Status: I could be "somebody" in the community.

_____17. Supervision-Human Relations: My boss would back up his men (with top management).

_____18. Supervision-Technical: My boss would train his men well.

_____19. Variety: I could do something different every day.

_____20. Working Conditions: The job would have good working conditions.

Student Handout

EXPLORING strengths

Activities: Assessing personality traits

Objective: To recognize the uniqueness of each individual including oneself

MY PERSONALITY*

Using the symbols listed below, determine the degree of each quality that you now possess, would like to possess, and that someone else thinks you possess.

1. Never or poor 2. Seldom or fair 3. Often or good 4. Always or excellent

In the first column, write the number that best describes how you now see yourself. In the second column, write the number that best describes your "ideal self", the degree to which you would like to possess each quality. In the third column, have someone who knows you well describe the degree to which he sees you as possessing each quality.

A. APPEARANCE	As I am now	As I would like to be	As others see me
1. Health	________	________	________
2. Posture	________	________	________
3. Grooming	________	________	________
4. Facial expressions . .	________	________	________
B. MANNERS			
1. Concern for others . .	________	________	________
2. Observance of etiquette	________	________	________
3. Social courtesies . .	________	________	________

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*Adapted from an activity developed by Lois Carlson, Lorraine S. Hansen, Mary K. Klaurens, and W. Wesley Tennyson, Self-Concept Exploration (St. Paul: Pupil Personnel Services Section, Minnesota Department of Education, 1972).

MY PERSONALITY
Page 2

	As I am now	As I would like to be	As others see me
C. EXPRESSIONS			
1. Voice quality			
2. Correctness of English usage			
3. Pronunciation			
4. Conversational ability			
D. PERSONAL TRAITS			
1. Alert			
2. Ambitious			
3. Annoying			
4. Calm			
5. Clever			
6. Competent			
7. Competitive			
8. Confident			
9. Considerate			
10. Cruel			
11. Dependable			
12. Efficient			
13. Fault finding			
14. Helpful			
15. Normal			
16. Reasonable			
17. Reckless			
18. Responsible			
19. Sarcastic			
20. Sincere			
21. Stubborn			
22. Friendly			

Which additional words describing you or how you would like to be would you add to the above list? List them below.

EXPLORING strengths

Activities: Surveying interests
Role playing positive feedback situations

Objective: To explore personal values as they relate to leisure activities and to relate hobbies and activities to self-knowledge

MY STRENGTHS AND YOUR STRENGTHS

1. Introduce the activity by taking pictures (Polaroid, if possible) of each student in the class. Or have students pair up and take pictures of each other. If students have worked on Project Discovery Packages, take a picture of them doing activities they really like. Post these with names and comments about their abilities and accomplishments. Keep adding to these lists!

2. Have the students brainstorm abilities represented in their group. Use the pictures as a point of reference. Discuss terms: writing ability, artistic ability, musical ability, etc.

3. What are reasons for liking certain activities? List specific activities students are doing in the pictures. Then include such words as: personal growth, recognition, pride in self, friends, etc.

4. When the list is complete, ask students which of these is most important and why. Which is least important?

5. Stress that we all have different strengths. How can we help other people feel good about themselves? Have the students fill in the chart entitled How I Feel About My Strengths and Other People's Strengths.

MY STRENGTHS AND YOUR STRENGTHS
Page 2

6. Express your feelings in the following:

HOW I FEEL ABOUT MY STRENGTHS AND OTHER PEOPLE'S STRENGTHS[4]

The last time I felt good about myself was

I feel good about myself when

Many people think a person is a big success if

I feel unhappy with myself when

When I think of successful people I think of people like

When I help someone else feel like a winner, I feel

Once, when it looked as if I might not succeed at something, someone helped me by

One thing I would really like to be good at is

An adult I know and really admire is ______________________ because

Something I could do to help me be good at something would be to

As I think of all these things, I

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[4] Format idea from Allen County, Kansas, USD 256, 257, and 258, *Action: Career Education Classroom Activities.*

7. Here are other ways of giving positive feedback. Role play the following situations using positive and negative feedback:

   a. Jane: I wish I could play tennis like Joan.

      Beth: I'll bet she would be happy to teach you. (Positive)

      or I'll bet she would laugh at that. You're so clumsy. (Negative)

   b. Joan: When I grow up, I'm going to be a lawyer.

      Joe: Good. You are good in school and in speech. (Positive)

      or What a dreamer you are. You'll be lucky if you could be a law office file clerk. (Negative)

   c. John: If I get the tools, I can make my own bookcase.

      His sister, Janet: That'll be fun. We really need a new bookcase. (Positive)

      or You are so dumb. You can't even hammer a nail. Let's buy one. (Negative)

8. Check in the blank to the left P for Positive feedback and N for Negative feedback:[3]

1. Charlie Brown: Nobody likes me. Everybody hates me.
Lucy: Well, Charlie Brown, if the whole world is ever against you, I'd like to have you know how I'll feel.
Charlie: Will you be my friend?
____Lucy: No, I'll be against you, too.

2. Charlie gives Linus his security blanket.
Linus: My blanket. How thoughtful of you, Charlie Brown.
____Charlie: I brought it to show that my sympathy is with your cause.
Linus: With my blanket and my hand and the sympathy of my friends, I cannot fail.

3. Charlie: Okay, Linus, you're going to have to do the pitching for awhile. Now I don't want you to get "little leaguer's elbow" too. So warm up slowly. Just throw smooth and easy and absolutely no curve balls.
Linus: What'll I do with my blanket?
Charlie: I'll hold it for you.
____Linus: You're a good manager, Charlie Brown.

4.____Charlie to Lucy: You want someone to call you "cutie". Ha! That's a laugh. You're crabby, you're bossy, you're selfish and you're inconsiderate. You're just about as "uncute" as a person can get.
Lucy: I'm an uncutie.

5. Schroeder to Charlie: Do you think Beethoven would have liked me?
____Charlie: Why, yes . . . I think so . . I think he would have liked you very much. (Charlie says to himself: A good manager has to be quite tactful sometimes).

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[3] Charles Schulz, Fun with Peanuts (Greenwich, Conn.: A Fawcett Crest Book, 1957).

6. ____Lucy: What's this?
Lucy's brother: A dish of ice cream. I brought it to you in order that your stay here on earth might be more pleasant.
____Lucy: Well thank you. You're a good brother.
Brother: Happiness is a compliment from your sister.

7.____Charlie: "The teacher said I did real well today. She said I was the best pupil in her whole class . . It's always thrilling to be recognized in one's own lifetime."

Student Handout

EXPLORING strengths

Activities: Examining features of your personality

Objective: To recognize and identify some of the individual and environmental factors which influence career development

SELF-PICTURE CHECKLIST[*]

Examine some features of your personality as you see it, and as you would like it to be. A "Self-Picture Check List" is provided to help you do this. You may use it first to tell how you think you actually are; the second time you may use it to tell how you would like to be. The more honest you are with yourself, the clearer your own picture will become.

Most of us are a little afraid of the things we do not know about, and this causes us to hesitate in making decisions or taking action. The picture you have of yourself works in the same way. As you know yourself better, you will be better able to make decisions and to act upon your goals. Why don't you get better acquainted with YOU!

Health

1. Are you in good health?
2. Do you have any physical, emotional, or other handicaps that may influence your career choice or job possibilities?
3. Are there any working conditions which you must avoid for health reasons; i.e. dampness, extreme heat, travel, high elevation, etc.?

Interests

1. What are your hobbies?
2. What clubs do you enjoy?
3. What clubs or groups have you joined that you did not enjoy?

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[*] Adapted from an activity in A Guide for Developmental Vocational Guidance. Reproduced with permission from the Oklahoma State Department of Vocational-Technical Education, Curriculum Instructional Materials Center, Stillwater, Oklahoma.

SELF-PICTURE CHECKLIST
Page 2

4. Do you like to read? List magazines or sections of magazines and newspapers that you like to read. List books that you have read for pleasure during the past year. Do these lists indicate anything about your interests?

5. What are your favorite subjects in school?

6. In what activities at school, at home, or in clubs have you participated? Which did you enjoy and which did you dislike?

7. What kinds of contests or competitions have you entered?

8. Do you spend most of your free time indoors or outdoors?

9. In what kinds of activities have you shown the most ability?

10. In what kinds of activities are you most interested?

Abilities

1. In what subjects do you receive the best grades? In what courses have you received the poorest grades?

2. Have you taken any psychological tests that indicated particular aptitudes?

3. Has a teacher or school counselor ever told you that you have ability in some specific area?

4. Ask your parents, teachers, counselor, previous employer, and friends what they think your best aptitudes are and jot down the answers.

5. Have you ever been chosen to lead or participate in a special project, event, or activity?

6. Do you excel in any sports?

7. Do you have any special talents, such as music, art, or debate?

8. Have you won any contests, or have you had your work published or exhibited?

9. Do your friends frequently ask for your advice or help on a particular subject; i.e., car repairs, clothes, photography, cooking, etc?

SELF-PICTURE CHECKLIST
Page 3

10. Do you know how to operate a particular type of machinery such as a lathe, a presser, an electric drill, or a calculator? If the answer is "yes" give details.

Personality

Personality is what makes you different from every other person in the world. Your personality is made up of many things: the way you walk, talk, think and feel. It includes all of your habits. Your personality is the sum total of every quality you have.

1. Do you get along well with others?

2. Do you make friends easily?

3. Do you prefer to work alone?

4. Are you good at leading others, or do you work better when duties are carefully laid out for you?

5. Do you enjoy addressing a group, or does being in the spotlight make you somewhat uneasy?

6. Are you nervous and restless?

7. Is it difficult to get you to do or finish your work?

8. Are you (most of the time) patient? dependable? easygoing?

9. Do you become deeply hurt when someone criticizes your efforts?

10. Do you have a good sense of humor? Can you take a little good-natured teasing?

11. Are you a good sport? Can you lose gracefully without being bitter?

12. Can you take advice? Are you always giving it?

13. Do you worry a great deal? Can you relax?

14. Do you find it difficult to take supervision or accept authority?

15. Are you interested in other people and what they think?

16. How neat is your appearance?

17. Have you often been accused of being selfish or egotistical?

SELF-PICTURE CHECKLIST
Page 4

18. Are you able to assume responsibility?

19. Can you work under pressure without its affecting your work?

20. Are you prejudiced against any group? Would it be difficult for you to work with or for a member of this group?

21. What kind of person do you get along with best?

EXPLORING choices

Activities: Clarifying values
Setting goals
Making decisions

Objective: To begin learning the skills involved in the decision-making process

CHOOSING THE GIFT YOU WOULD LIKE TO RECEIVE*

A. Make up 50-100 3" x 5" cards, each with the name of a gift on it (e.g., record album, new suit or dress, trip to Florida, bicycle, typewriter, baseball or theater tickets, mechanic's tools). Pick gifts that would fit the age group in your class.

B. Each student selects a card naming a gift he would like to receive. After everyone has a card, each student answers the question, "Why did I pick the gift I did?"

C. As a means of learning how one goes about making a decision, encourage a discussion of the decision-making process. Relate to the choice of gifts in discussing the following steps:

1. Know what you have to make a decision about.
2. Know what the alternatives are.
3. Know as much as you can about each alternative.
4. Know as much as you can about yourself.
5. Pick the alternative that best suits your needs and that you can achieve or afford.
6. Evaluate the choice to see if it can be attained and will suit your needs.
7. If the choice seems correct, see it through.

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*Adapted from an activity entitled "Choose a Birthday Present," Self-Appraisal for Decision Making and Career Planning (Columbus, Ohio: The Center for Vocational Education, The Ohio State University, 1974, pp. 35-36).

CHOOSING THE GIFT YOU WOULD LIKE TO RECEIVE
Page 2

D. Have the students write the name of an occupation on a blank 3 x 5 card. Use the Job Bank, Appendix 1. You may wish to have the cards made up before hand. Randomly distribute the cards to the students. Tell the class that the cards name each student's occupation. Then get responses from them as to whether they are pleased or displeased with what was assigned on the card, and why. Reasons for accepting or rejecting an occupation are likely to include preferences for location of work, kind of work, monetary rewards, and the student's looks, personality, or desired work satisfactions. Write these on newsprint. Save for further discussion.

At this point, deal with questions such as the following:

1. How do I make decisions about choosing a career?
2. What things are important to me?
3. What do I like to do?
4. What should I do to prepare for my future?

EXPLORING choices

Activities: Comparing the advantages and disadvantages of certain occupations

Objective: To explore occupational possibilities in light of one's self-knowledge

COMPROMISES*

1. Students form into small discussion groups. Each student chooses one career that he thinks he would like but which he sees as unrealistic because of grades, time and education involved, parental expectation, and other restrictions. With the groups, he will compare the advantages and disadvantages of working toward such a career. "How might he overcome his disadvantage? Can he identify others who have overcome disadvantages? What would he have to sacrifice? Is it worth it? What realistic alternatives are available?"

2. Each student chooses one or more careers in a broad group that he could qualify for but which would be unsuitable in terms of his self-concept. Compare the advantages and disadvantages of a career in such a field. For example, he might be qualified by educational plans for a career as a salesman, but unsuitable in that he doesn't like traveling, needs supervision and daily routine, isn't aggressive, reacts poorly to negative responses. Another example would be someone who has the skill and intelligence, the parental backing and educational opportunities that would qualify him for dentistry, but who dislikes isolation and routine and has much need for physical activity and variety.

3. Present to the class situations where compromises seem necessary, and ask them to offer solutions. For example, a boy has a great desire to be a surgeon, but also has a great desire to marry soon. His chosen field will require eight more years of education, and his parents threaten to cut off his funds if he marries before he

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[*] Adapted from activity developed by Lois Carlson, Lorraine S. Hansen, Mary K. Klaurens, and W. Wesley Tennyson, Self-Concept Exploration (St. Paul: Pupil Personnel Services Section, Minnesota Department of Education, 1972).

finishes school. What should he do? What compromises would you suggest to him? Another example is the girl who has ability and interest in math and mechanics. Should she enter a field that has been traditionally restricted to men?

4. After students have offered compromises and solutions for such cases, ask them to develop their own compromise situations as they see themselves in relation to their preferred occupational goals (age, money, parental expectations, education, social needs, etc.). In small discussion groups, students can help each other to list as many alternatives as possible for each conflict situation, and then try to project what the outcome might be for each compromise if it were acted upon. Students might be asked to select the compromises they feel would be the wisest and defend their choices. Group members should be encouraged to challenge the choices and present reasons for challenges.

5. Here are some case studies. Develop some compromises or solutions for these people:

CASE STUDY 1

Judy Garrison is 16 years old, a sophomore in high school, and is thinking of quitting school. She has generally done pretty well in school, but can't seem to get along with two of her teachers. She's working part-time at the humane society helping in the care of the animals, and is always bringing home strays or caring for friends' and neighbors' pets. She is currently going steady with a senior in high school and they intend to be married when he graduates. Judy's father said the decision about quitting school is completely hers.

Possible problems:

Possible solutions:

CASE STUDY 2

Jack Jason is 17 years old and will graduate from high school this year. He has been in a cooperative work study program in his high school in a town of 2,200 population. His work experience is in the parts department of a discount store in a larger town 10 miles away. His parents want him to go to college, but he likes cars and does not want to go. His hobby is restoring old cars. He now has a 57 Chevy that he is repairing and is restoring the body.

Possible problems in personal choice when he graduates:

Possible solutions:

EXPLORING choices

Activities: Discussing the either/or situations in our lives

Objective: To begin learning the skills involved in the decision-making process

COUNTDOWN, CONFLICTS, CHOICES

1. The word "countdown" was first applied in connection with an atomic explosion at Almorgordo, New Mexico, on July 16, 1945. Today the word "countdown" is commonplace as we watch rockets blasting off. Throughout the countdown, watching multiple gauges and dials, one man is alone in the valley of decision. Until the final blast-off, he waits between "Yes" and "No."[1] Have you ever felt as if you were in a "countdown" situation? In this decision making situation, you were to evaluate the circumstances around you, calculate what might happen to you if you make a certain decision, and then MAKE UP YOUR MIND: TO DO or NOT TO DO. TO GO or NOT TO GO. TO SPEAK OUT or NOT TO SPEAK OUT (TO REMAIN SILENT).

   Give examples of situations you have experienced:

   a. TO DO or NOT TO DO:

   b. TO GO or NOT TO GO:

   c. TO SPEAK OUT or TO REMAIN SILENT:

2. Daily and hourly we confront the necessity for CHOICE between ALTERNATIVES. Once a teacher asked a student, "Do you have trouble making decisions?" The student answered, "Well, yes and no." Have you ever felt like this student? Have you ever heard Hamlet's soliloquy, "To be or not to be?" Here was a man in the agony of indecision.

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[1] Harold Blake Walker, To Conquer Loneliness (New York: Harper & Row, Publishers, 1966).

3. Sometimes decisions have unattractive alternatives, no matter what we do. Here is an example of an unattractive alternative:

> The quarterback has 4 yards to go. He is confronted by a line of 200-pounders who will not yield. A couple of his own ends cannot seem to hang onto the ball. He has to decide whether to run or pass. Whichever choice he makes, he probably will wish he had made the other. If the quarterback takes too much time making up his mind, his team is penalized five yards.[2]

Have you ever had a decision to make with unattractive alternatives like the one above? If so, what was your decision?

4. Have you ever wished someone would decide for YOU? Some people like to flip a coin to make decisions. Or they throw dice. These are chance decisions. These decisions by chance relieve you of any responsibility. Neither dice nor coins are very dependable ways to make decisions. Decisions deserve to be considered seriously. Learning the decision-making process will help to give you feedback on how you are doing. Have the class play the Game of Skill or Game of Chance activity to illustrate the decision-making process.

5. What if you used the "toss the coin method" in deciding:
   a. What courses to take in high school?
   b. Whom to marry?
   c. What job you want?
   d. What town you will live in?
   e. Whether to go to college or not?
   f. What to major in?

You may laugh at these possibilities. Some people are almost this haphazard in making major life decisions.

6. Here are two samples of some either/or choices:

   a. Do I want to wear blue jeans to the game or my new slacks?

   b. Do I go to the game tonight or study for the exam tonight?

Conflicts are of different types. What are the consequences in Example (a)? What would be the consequences in Example (b)?

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[2] Harold Blake Walker, To Conquer Loneliness.

COUNTDOWN, CONFLICTS, CHOICES
Page 3

7. Think of some conflicts (either/or situations):

In SCHOOL:
Do I want to take____________or____________?
Consequences if I take____________
Consequences if I take____________
Decision:___________Because____________

With MONEY:
Do I want to buy____________or____________?
Consequences if I buy____________
Consequences if I buy____________
Decision:____________Because____________

At HOME:
Do I want to____________or____________?
Consequences if I____________
Consequences if I____________
Decision:____________Because____________

In use of LEISURE TIME:
Do I want to____________or____________?
Consequences if I____________
Consequences if I____________
Decision:____________Because____________

8. Work the Choices Worksheet on the next page.

Choices Worksheet

Instructions: You have been given $10,000. If you decided to do each of the following, what might happen?

Alternative Decisions	Risk Involved	Earnings First Year	Earnings Tenth Year	Advantage of This Decision
1. Hide it in a box				
2. Open a savings account				
3. Open a checking account				
4. Buy a U. S. Savings Bond				
5. Buy something you have always wanted				
6. Buy a present for someone special to you				
7. Other options				

Student Handout

EXPLORING choices

Activities: Examining use of time

Objective: To recognize the importance of organizing one's time and energy

DAY BY DAY I'M ON MY WAY

ARE YOU THE TORTOISE
OR THE HARE?

Goal setting saves time. Goals are concrete. They are actions we intend to do. We can measure them. They can be measured by time.

1. List 3 things you want to do next week from most important to least important.

   Goal 1: ____
   Goal 2: ____
   Goal 3: ____

2. Plan your week so that Goal 1, your first priority, gets the most amount of time, thought, and energy. Keep an hourly log of activities.

3. Do another log of activities for one week. Re-evaluate how you used your time. Did Goal 1 receive the most amount of time?

4. Re-read the fable, the Tortoise and the Hare. Which of these characters do you identify with?

5. Chart your goals using the My Goals Chart on page 2 of this activity.

My Goals

Set your goals. Some of these may be tentative. Some may be definite. Continue to re-evaluate the amount of time, energy, and thought you give to achieving your goals.

Goals	School	Work	Interests and/or Hobbies	Others (home, social, etc.)
Short-Range Goals Today, this week, or this month				
Long-Range Goals Next semester				
Next year				
Two years				
Five years				
Ten years				

Think about these goals and how they fit together. Try to select the goal that seems most important to you right now and work it out in more detail on another sheet of paper. Set your priorities on short-range goals. Re-evaluate the amount of time you give to your most important goals.

EXPLORING choices

Activities: Clarifying values
Making decisions

Objective: To begin learning the skills involved in the decision-making process

DO YOU KNOW WHAT YOU WANT?*

Decision making has been described as using what you know to get what you want. This means you must know what you want. Strangely enough, people often don't know what they want. Saying what you value is not always easy. Sometimes values are "private," they change, they conflict.

Do you know what you want? Write down the three things you want most in your life:

1.

2.

3.

What are you doing to get what you want? Write down an action you have taken lately that is related to each thing you listed above.

1.

2.

3.

What would you do?

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[*] Adapted from an activity developed by the Career Education Project, Career Education: Learning with a Purpose (Sedalia, Missouri: State Fair Community College).

DO YOU KNOW WHAT YOU WANT?
Page 2

Think about what you would do in each of the situations listed. Write down three actions you would take if:

1. You were the President of the United States:
    1.
    2.
    3.

11. You were given $1,000,000:
    1.
    2.
    3.

111. You could do anything you wanted for one year:
    1.
    2.
    3.

What do people other than yourself value?
Listed below are some things that other people value.

Education

Health

Pleasure

Power

Independence

Security

Popularity

Service

If you can think of other items that could be valued, add them here.

Now list the three things you think would be most important to the list of people following:

1. A teacher in your school:

2. Your father:

3. Your mother:

4. A student in your school:

5. A businessman in your town:

6. A congressman in Washington, DC:

When you compare what you listed for the people above, what differences did you discover?

Why are there such differences?

EXPLORING CIRCUMSTANCES, CHOICES, and CONSEQUENCES

EXPLORING choices

Activities: Reading fiction and analyzing how the elements of choice and chance are interwoven into the story

Objective: To begin learning the skills involved in the decision-making process

To recognize the importance of organizing one's time and energy

1. Relate this activity with the Game of Skill or Game of Chance Activity. Introduce the activity with these quotes:

   > "Man is not the creature of circumstances, circumstances are the creatures of men." - Benjamin Disraeli
   >
   > "It is fortune, not wisdom, that rules man's life." - Cicero

   Both of these men are of another time in history, but the issue rising from the views they expressed is current.

2. Have the students check the newspaper. Find any dramatic evidence of people's lives being affected by circumstance. (For example: plane crash, tornado, etc.) Find evidence of people's lives being affected by choice. For example, was an accident the result of driving too fast or a situation where a man was at the right place at the wrong time? Many times the students will notice the facts are reported. However, they will discover that the circumstances remain unknown.

3. Have the students read a fiction story.[2] Here the elements of circumstance are interwoven into the story. After reading the story, have the students cut out any words, phrases, pictures, or

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[1] The core idea for this activity was inspired by Stuart L. Sheeley, University High School, University of Iowa, cited in a thematic literature unit in The Creative Teacher edited by William Evans (New York: Bantam Book, 1971).

[2] Short-story collections especially appealing to adolescents are: David Sohn, editor, Ten Top Stories (HP4837) and Ten Modern American Short Stories (SP 6561) New York: Bantam Books, Inc.), cited in Ibid.

objects that they associated in one way or another with the story. For example, C. D. Brayan's, "So Much Unfairness of Things:" While taking an exam, the main character cheats, is observed by another student and, in keeping with the school's honor code, he is reported and expelled from school. Are the consequences of this event the result of choice or circumstance?

Other recommended short stories that bring out the theme are:

"Michael Egerton," by Reynolds Price
"Antaeus," by Borden Deal
"Night of Vengeance," by Paul Darcy Boles
"Flowers for Algernon," by Daniel Keys

4. After reading stories relating to choice and circumstance, students may prepare a drama on choice and circumstance situations.

5. Ask the students to discuss the following:
   a. What are some circumstances in your life that have changed your plans?
   b. How will planning and goal setting help you in your life?

6. It is suggested that after this introduction on choice and circumstance, that students work through choices and goal setting activities in this guide.

7. Use the following poems to relate to the theme of choices.

THE ROAD NOT TAKEN[3]

by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I--
I took the one less traveled by,
And that has made all the difference.

From "MAN TEST,"[4]

by Edwin Markham

I will leave man to make the fateful guess,
Will leave him torn between No and Yes
Leave him in tragic loneliness to choose.
With all in life to win and all to lose.

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[3] Robert Frost, A Pocket Book of Robert Frost's Poems (New York: Washington Square Press, Inc., 1963).

[4] Edwin Markham, Poems of Edwin Markham (New York: Harper, 1940).

EXPLORING choices

Activities: Setting goals
Analyzing goals using the field-force analysis technique

Objective: To begin learning the skills involved in the decision-making process

FIELD-FORCE ANALYSIS OF A GOAL

This is a takeoff on a management technique used in some businesses called field-force analysis. In this exercise the student writes down a goal (might be a tentative goal); the more specific the goal, the better. Then students think of themselves, their community, and the general situation in which they find themselves. They will see what must be done to get to where they would like to be. As the career goals change, or as they are formulated in the future, the goals will be more realistic if the individual keeps the exercise in mind and performs the steps involved.*

Here is an analysis. Joe Johansen, age 14, has done the Sales Representative package in Project Discovery and has rated it as his favorite. He is a leader in school and is an officer of clubs and has a persuasive personality. Here is his career goal:

Analysis of Goal: To be a manager of a department store (like Penney's or Sear's)

Positive + Forces	Negative - Forces to deal with
1. Good opportunities in these stores	1. Experience is needed
2. Like to work with people	2. Some college training in business is required
3. Like to be in charge of something and to get people to work for me (in 4H leadership work, in church youth groups, in school athletics)	3. Grades are not good in math and I will have to take bookkeeping
	4. Parents want me to take vocational agriculture and manage the family farm

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*Adapted from an activity by Robert A. Ristau, "Career Education in Basic Business," Business Education Forum, April, 1975, Vol. 29, pp. 5-6.

FIELD-FORCE ANALYSIS OF A GOAL
Page 2

Positive + Forces	Negative - Forces to deal with
4. Have signed up to take the Distributive Education course at high school	5. There are not many opportunities in the small town I am living in
	6. I will not have the money for college unless I move to a larger city to get training in sales

EXPLORING choices

Activities: Taking personal responsibility for actions using a game format

Objective: To begin learning the skills involved in the decision-making process

GAME OF SKILL
OR
GAME OF CHANCE?*

In this game you will be discovering and discussing the rules for goal setting:

1. Take moderate risks.
2. Take personal responsibility for your actions.
3. Search your environment.
4. Use feedback.

For example, you will have two choices on how you will win this game:

1. You can depend on your own skill in tossing checkers. Here you are taking a personal responsibility in attaining your goal.

2. Or you may choose to cast the dice and leave the outcome to chance.

During the game you will have an opportunity to calculate risks, analyze your approach, and revise your performance strategy.

To the teacher: Adjust the following for the age and skill of the students. Place 7 bowls on the floor. Each bowl will have a different number under it: 100, 80, 60, 40, 30, 20, 10. Place the bowls at different spots on the floor. Give the students each 6 checkers (or pennies) to throw. The checkers should be thrown from a distance of 9-12 feet, depending on the age and skill of the students. The dice are cast from a box or container.

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*Adapted from an activity entitled "The Darts-Dice Game." Self-Appraisal for Decision Making and Career Planning (Columbus, Ohio: The Center for Vocational Education, The Ohio State University, 1974, pp. 28-29).

GAME OF SKILL OR GAME OF CHANCE?
Page 2

Rules of the game: The object of the game is to make points on each throw of the checkers or dice. Points are made by bidding on a score and then either making or bettering that score. Students may compete against one another individually or divide into teams.

One round consists of each player making six throws of the dice or checkers. Before a player begins, he decides whether to throw the checkers or cast the dice. Having once decided, he cannot change from one to the other during the round. Neither the dice or the checkers has a built-in advantage for scoring points. Thus, the player's basic choices are how he wants to earn points and how many points he will bid (i.e., whether to concentrate on bettering his scores, achieving unique results, or doing better than the other players).

For each throw of the dice or checkers, the player states a bid, throws, and records the bid and results on a score sheet. If he/she makes or betters the bid, he/she receives the number of points bid. If the player does not make the bid, the player receives no points. Scoring possibilities are listed below:

Table of Scoring Possibilities

To score this number of POINTS	With checkers you must throw...	OR	With DICE you must roll a...
100	100		2 on one dice and 2 or 4 on the other
80	80 or better		2 (throw only one)
60	60 or better		2 or 4 (throw only one)
40	40 or better		2, 4, or 6 (throw only one)
30	30 or better		2, 3, 4, 5, or 6 (throw only one)
20	20 or better		2, 3, 4, 5, or 6 (throw only one)
10	10 or better		2, 3, 4, 5, or 6 on either dice (throw both)

GAME OF SKILL OR GAME OF CHANCE?
Page 3

After completing the game, answer these questions:

1. Which method gave you feedback on how to improve your score?
   Checkers method____________Dice method____________
2. Against whom or what were you competing?
3. Why did you choose the dice?
4. Why did you choose the checkers?
5. Why did (didn't) you change your bids after the first round?
6. Why did (didn't) you change to checkers (dice) after the first round?
7. Why did you choose the high (low) risk bids?
8. Do you think it is as satisfying to win with the dice as with the checkers?
9. Can you think of other situations where you have the choice of taking responsibility or leaving the result to chance? (Use such words as taking initiative, personal responsibility, success, when referring to a choice regarding a school subject, a sport, hobby, etc.)
10. Name one situation in which you have taken the initiative to make things happen the way you wanted them to.
11. Consider the life of one famous person you have read about (or an adult you know): Write a paragraph below explaining how one person used apparent failure as a learning experience in order to attain ultimate success:

Student Handout

EXPLORING choices

Activities: Studying work in other parts of the country; in other parts of the world

Objective: To recognize and identify some of the individual and environmental factors which influence career development

GEOGRAPHY AND ITS EFFECT ON LIFE STYLE

1. Write letters to communities of your choice asking about job opportunities there. (Try writing to the Chamber of Commerce in various cities.)

2. Gather at least ten different newspapers from across the United States. Review the want ad section. List the jobs which are determined by climate, topography, natural resources and other factors. Which jobs would not be found in Kansas? Why?

3. Your teacher may help you to find actual advertisements for jobs in other parts of the United States or other parts of the world. One reference could be The Directory of Overseas Summer Jobs.[1]

   Assume that you are to be hired for the job as ____________________ in the country of ______________________, city of _______________. You are employed by the ________________________ organization, company, or institution. Study the geographical location of your choice as well as the occupation of your choice.

   Answer the questions listed on the following page.

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[1] Charles James (ed.), The Directory of Overseas Summer Jobs (Oxford, England: Vacation-Work, 1974).

[2] The questions for this activity were inspired by a unit developed by Celestine Mongo, Geography Resources Unit, BO-CEC Social Studies Resources Guide 7-9 (Fort Collins, Colorado: Colorado State University, disseminated by the National Business Education Association, 1976).

GEOGRAPHY AND ITS EFFECT ON LIFE STYLE
Page 2

1. How far would you travel?
2. How would you get there?
3. How long will it take to get there?
4. What would your travel fare be?
5. What is the weather like there?
6. What are the predominant languages?
7. What are some local customs you should know about?
8. Where could you find temporary living accomodations?
9. What would the rent be?
10. What is the population in this city?
11. How does the size of this city compare with yours?
12. What kinds of problems does this city have?
13. Without an automobile, how would you get around?
14. What are the popular outdoor sports there?
15. During weekends, where could you travel?
16. Would you like to live and work in this city? Why or why not?
17. If you would like to prepare for this particular job, what training would you need?
18. What would the pay be?

Student Handout

EXPLORING choices

Activities: Charting goals

Objective: To begin learning the skills involved in the decision-making process
To recognize the importance of organizing one's time and energy

REFLECTIONS ON MY LIFE*

Chart your activities for one week in diary form. Include an hourly account of how you spent your time. Use this chart in filling in the following:

1. One thing I learned about myself from charting my present life week's activities is:

2. I would like to change the way in which I presently spend my time so that:

   Now make a chart for the next week with specific activities you want to include.

3. In comparing the 2 schedules, I think in 10 years I will spend much less time ____
   and much more time ____

4. Life may be less enjoyable in 10 years because ____________________
   ____

5. As a human being, I am likely to become more ____________________
   ____

6. Judging from what we are able to guess about the future, it will be valuable for me to ____

---

*Adapted from an activity in A Guide for Developmental Vocational Guidance, 1973. Reproduced with permission from the Oklahoma State Department of Vocational-Technical Education, Curriculum Instructional Materials Center, Stillwater, Oklahoma.

REFLECTIONS ON MY LIFE
Page 2

7. One general area of work that will still be necessary in 10 years and which I might consider as an option is ______________________________

8. To prepare for life in 10 years I should:
   a.
   b.
   c.
   d.
   e.

9. Here are abilities and skills that I have that will help me achieve this goal: ____
____
____

10. I have detailed knowledge of the following subjects that will help me reach my goal: ____
____
____

11. Here are areas in which I need more information, help, skill, and knowledge: ____
____

12. Here are places to go and people to see for gaining knowledge, acquiring information, and mastering skills: ____________________
____
____

13. Here is the first step I am going to take (this week!): __________
____

EXPLORING the influence of significant others on self

Activities: Discussing the work rewards and working conditions of occupations held by workers in the family tree

Objective: To identify some of the individual and environmental factors that influence career development

FAMILY TREE*

1. Have students discuss the adage "like father, like son" in a career context. Occupations are no longer always passed from father to son. Relate to the following topics in this discussion. Students may choose which topic they would like to research and report on. If not, briefly give background on the following:
    - a. Hereditary monarchy
    - b. Caste system
    - c. Social class limitations (choose the particular period of history you wish)
    - d. Famous families in history (Adams, Rockefeller, Kennedy families for example)

2. Ask students to make their own family tree showing the occupations held by their parents, grandparents and other relatives. They may need to take the exercise home for completion.
    - a. Have each student in a small group talk about the differences or similarities in the careers of persons in their families.
    - b. Discuss whether they feel that their relatives were happy in their jobs.
    - c. Discuss whether they tolerated their jobs just for financial rewards.
    - d. Under each career, write whether the job is data related, things related, people related or a combination of 2 or all 3.

---

*Idea inspired from activity in Project Discovery, _Guidance Activities_ (Red Oak, Iowa: Southwest Iowa Learning Resources Center, 1975).

FAMILY TREE
Page 2

3. Discuss how times have changed since the adage "like father like son". What about "like mother, like daughter"? This could lead to a discussion of such topics as: increase in technology, specialization of jobs, increased mobility, increased options for young people, increased options for women and minorities.

4. Have the students post their family trees if they wish. Some may not want to. Continue to stress the VALUE or DIGNITY of all types of careers.

Student Handout

EXPLORING the influence of significant others on self

Activities: Interviewing a significant person in your life

Objective: To identify individual and environmental factors which influence career development

INTERVIEW WITH AN ADULT WHO HAS HAD AN INFLUENCE ON YOUR LIFE*

Interview a significant person in your life, one who has influenced your behavior in school, at home, or on the job. Identify similarities and differences in this person's goals and values as compared to your own. Do you think this person has influenced your goals and values?

1) What are your greatest abilities?
2) What activities (community affairs, hobbies, etc.) are you involved in?
3) Why are you involved in these particular activities?
4) What are your goals for the future in your work life?
5) What are your goals for the future in your personal life?
6) What do you value most highly in life?
7) Rank the following considerations in the order of their importance to you:

Achievement: Accomplishment, result brought about by resolve ________

Aesthetics: The appreciation and enjoyment of beauty for beauty's sake ________

Altruism: Regard for or devotion to the interests of others ________

---

*Adapted from an activity developed by Mary Antholz, Lorraine S. Hansen, Mary K. Klaurens, and W. Wesley Tennyson, Significant Others (St. Paul: Pupil Personnel Services Section, Minnesota Department of Education, 1972).

INTERVIEW WITH AN ADULT WHO HAS HAD AN INFLUENCE ON YOUR LIFE*
Page 2

Autonomy: The ability to be a self-determining individual ________

Honesty: Fairness or straightforwardness of conduct ________

Justice: Conformity to truth, fact, or reason ________

Knowledge: Seeking of truth, information or principles for satisfaction of curiosity, for use, or for the power of knowing ________

EXPLORING the influence of significant others on self

Activities: Examining how significant others may influence your decisions

Objective: To recognize some of the individual and environmental factors which influence career development

SIGNIFICANT OTHERS MAY INFLUENCE OUR DECISIONS[*]

1. Read a biography (from a list your teacher has prepared or one you choose from the school library).

   a. How did significant others exert influence on the main character's behavior?

   b. Who are the significant others in the person's life?

   c. How did they motivate the main character's behavior either positively or negatively?

   d. Optional: Report this to the class either in writing or prepare a panel of students to discuss the biography.

2. Portray in some way (in writing or through a picture or drawing) the person you feel significant others in your life WANT you to BECOME. How have these perceived expectations affected your behavior in and out of school?

3. Identify at least one ability you feel you have most fully developed (ability to persuade others, to play the piano, to work with numbers, to play basketball, etc.). Did you receive encouragement in developing this ability? If so, who encouraged you?

4. Describe an ability you feel you have but are frustrated about. Describe reasons for that frustration (opportunity, pressure, lack of encouragement).

---

[*] Adapted from an activity developed by Mary B. Antholz, Lorraine S. Hansen, Mary K. Klaurens, and W. Wesley Tennyson, Significant Others (St. Paul: Pupil Personnel Services Section, Minnesota Department of Education, 1972).

SIGNIFICANT OTHERS MAY INFLUENCE OUR DECISIONS
Page 2

5. Identify 3 significant others in your life. Ask them what they think you should do for a job and why they think so. Write up the advice briefly and a description of the person who gave the advice--his interests, abilities, values, needs, and aspirations in so far as you know.

6. Rank each of the following below on a scale from 1-10 (least/most) as you believe they influence your life:

Parents, brothers/sisters, friends, place of worship, teachers, counselors, TV/movies, relatives, coaches, your own personality

7. Poll other students in your class to see how many chose their elective subjects because of a friend's choice and discuss how peer influence can effect career development.

Student Handout

EXPLORING the influence of significant others on self

Activities: Determining who is important in your life and why

Objective: To recognize and identify some of the individual and environmental factors which influence career development

WHO IS IMPORTANT IN YOUR LIFE AND WHY?

Pair up with a classmate and interview each other to determine who is important in your lives and why they are important. The following is your Interview Questionnaire:

1. If something really good happened to you at school, which people would you want to tell first? Why?
2. If something really good happened outside of school, which people would you want to tell first? Why?
3. If something really good happened at home, which people would you want to tell first? Why?
4. If you had a problem at school, who would you be most likely to ask for help? Why?
5. If you had a personal problem, who would you be most likely to ask for help? Why?
6. If you had done something you were very proud of, who would you most want to know about it. Why?
7. If you had done something you were ashamed of, who would you least want to know about it? Why?
8. Is there anyone who can influence you to do something you don't want to do? If so, why do they have this influence (i.e. age, intelligence, persuasiveness)?
9. If you wanted advice on choosing a career, who would you ask? Why?

Give examples of how the significant people in your life have or could have influenced decisions you have made or your behavior at:

Home:

School:

---

[*] Adapted from an activity developed by Mary B. Antholz, Lorraine S. Hansen, Mary K. Klaurens, and W. Wesley Tennyson, Significant Others (St. Paul: Pupil Personnel Services Section, Minnesota Department of Education, 1972).

Exploring the Career Clusters

- PROJECT DISCOVERY PACKAGES
- TEACHER'S GUIDES
- MINI - PACKAGES

CENTRAL KANSAS
CAREER DEVELOPMENT PROGRAM
BOX 545, 218 EAST SEVENTH
NEWTON, KANSAS 67114

ACTIVITIES SUMMARY

EXPLORING CAREER CLUSTERS SECTION

EXPLORING THE BUSINESS AND OFFICE CLUSTER

Objective Code: IIC

I. Students explore the following Project Discovery Packages and work the accompanying matching exercises and word searches:

ACCOUNTING AND BOOKKEEPING PACKAGE (Page 95)
FILING PACKAGE (Page 101)
SHORTHAND PACKAGE (Page 103)

II. Students try out work-related tasks by exploring the following Mini-Packages:

— STOCK BROKER MINI-PACKAGE (Page 107)
SYSTEMS ANALYST MINI-PACKAGE (Page 109)
TYPIST MINI-PACKAGE (Page 113)

III. Students explore this cluster through activities outlined in the following Teacher's Guides and other Student Activities:

JOBS THAT CLASSIFY: Students identify occupations that make use of some kind of classification or filing system. Students interview workers. (Page 115)

MONEY JOBS: Students explore jobs related to finance. (Page 117)

SCORE A IN ACCURACY: Students explore tasks related to the Filing Package. (Page 119)

It is not the intent of this LEADER'S GUIDE to provide a packaged program of Career Exploration for all of the career clusters but rather to provide a structure within which a school may develop its own tailor-made concept of exploration. We encourage teachers in your school to develop their own mini-packages and teacher's guides to supplement these activities making use of available resources.

EXPLORING careers in the Business and Office Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

EXPLORATION CONTRACT FOR THE ACCOUNTING AND BOOKKEEPING PROJECT DISCOVERY PACKAGE

EXPLORATION CONTRACT I

Instructions: Check the activities you want to explore. Discuss this with your teacher before beginning.

_____1. Obtain a Project Discovery Activity Completion Form from your teacher. Answer the questions on this form as you explore the Accounting and Bookkeeping Package.
_____2. After exploring the activities in this package, hand in the Project Discovery Activity Completion Form to your teacher.
_____3. Work the Word Search and Matching Exercise related to this package.
_____4. Discuss EXPLORATION CONTRACT II with your teacher.

EXPLORATION CONTRACT II

Instructions: If you liked the activities in this package, you may want to explore other activities in this occupational cluster. Check the activities you want to explore that are listed below. Discuss this with your teacher before beginning.

_____1. Research a job related to this package using the Occupational Outlook Handbook or other resources available in your library. Fill out a Job Fact Sheet on this occupation, Appendix 2.
_____2. Explore from among the Mini-Packages in this cluster.
_____3. Participate in one or more of the activities listed in the following Teacher's Guide related to this cluster:
_____Money Jobs
_____4. Explore from among other Project Discovery packages in this cluster:
_____Filing _____Shorthand _____Medical Records Package

ACCOUNTING AND BOOKKEEPING
PROJECT DISCOVERY PACKAGE
Matching Exercise

Words students will encounter. Use in vocabulary games or spelling games:

___ 1. Bookkeeping
___ 2. Accounting
___ 3. Percent
___ 4. Decimal
___ 5. Depreciation
___ 6. Gross Pay
___ 7. Net Pay
___ 8. Auditing
___ 9. Transposition
___10. Cash Receipts Journal
___11. Cash Disbursements Journal
___12. Payroll
___13. Wages
___14. Salary
___15. Income Tax
___16. Social Security
___17. Check
___18. Reconcile
___19. Bank Reconciliation
___20. Outstanding Check
___21. Income Statement

a. the summarizing, classifying, interpreting and communicating of the information recorded
b. a part of 100; expressing a ratio between given number and 100
c. pay after deductions
d. pay before deductions
e. turning numbers around
f. a record of all cash received into the business
g. a record of all cash paid out of the business
h. a summary of the income and expense accounts from the cash disbursements and the cash
i. a check that has not been paid by the bank as yet
j. an adjusting of the beginning balance and the ending balance on a bank statement
k. adjust or settle
l. a request to the bank to pay a certain amount of money to the person or company named
m. a system of retirement and health benefits into which a small percentage of a worker's earnings is put
n. tax paid on a worker's earnings
o. pay that is the same amount every month
p. loss of value; spreading the cost of items used by a business for several years over the number of years which it will be used
q. the recording of the financial transactions of a business
r. the total earnings of employees for a certain time period
s. pay for work by the hour

ACCOUNTING AND BOOKKEEPING: Matching Exercise
Page 2

t. examination of a company's books and records by a certified public accountant to determine if the books fairly present the company's financial condition
u. expressing a fraction of a whole number as a part of 100

Answers, Page 305

ACCOUNTING AND BOOKKEEPING
PROJECT DISCOVERY PACKAGE
Word Search

R	G	R	O	S	S	P	A	Y	X	R	E	C	E	I	P	T	S	F
E	D	P	E	R	C	E	N	T	D	X	C	A	S	H	D	D	X	D
D	E	O	A	C	H	N	T	R	C	F	D	H	D	A	T	A	T	T
B	P	S	R	Z	O	B	B	O	L	I	S	D	E	C	I	M	A	L
A	R	T	N	Z	O	N	B	W	E	C	B	D	R	C	I	M	X	A
L	E	N	D	X	L	B	C	R	R	A	D	I	M	E	K	Z	E	C
A	C	B	A	N	K	X	Z	I	K	A	C	C	O	U	N	T	S	C
N	I	S	I	A	U	D	I	T	L	D	S	A	S	S	X	O	D	O
C	A	X	T	N	S	S	B	E	N	E	T	P	A	Y	X	T	E	U
E	T	W	T	O	C	B	S	P	A	Y	R	O	L	L	Z	A	D	N
A	I	C	A	Z	Z	O	U	S	U	B	T	R	A	C	T	L	U	T
D	O	X	Z	G	O	O	M	T	R	J	O	U	R	N	A	L	C	S
D	N	X	Z	F	E	W	X	E	M	O	N	E	Y	D	S	T	T	D

Word Search

Post
Gross Pay
Reconcile
Check
Net Pay
Payroll
Decimal
Percent
School
Pen
Depreciation
Income

Taxes
Salary
Receipts
Journal
Wage
Clerk
Cash
Earn
Bank
FICA
Deduct
Total

Balance
Audit
Write
Lend
Money
Sum
Add
Red
Subtract
Dime
Data
Accounts (twice)

Key, Page 309

Student Handout

EXPLORING careers in the Business and Office Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

EXPLORATION CONTRACT
FOR THE
FILING
PROJECT DISCOVERY PACKAGE

EXPLORATION CONTRACT I

Instructions: Check the activities you want to explore. Discuss this with your teacher before beginning.

_____ 1. Obtain a Project Discovery Activity Completion Form from your teacher. Answer the questions on this form as you explore the Filing Package.
_____ 2. After exploring the activities in this package, hand in the Project Discovery Activity Completion Form to your teacher.
_____ 3. Work the Word Search related to this package.
_____ 4. Discuss EXPLORATION CONTRACT II with your teacher.

EXPLORATION CONTRACT II

Instructions: If you liked the activities in this package, you may want to explore other activities in this occupational cluster. Check the activities you want to explore that are listed below. Discuss this with your teacher before beginning.

_____ 1. Research a job related to this package using the Occupational Outlook Handbook or other resources available in your library. Fill out a Job Fact Sheet on this occupation, Appendix 2.
_____ 2. Explore from among the Mini-Packages in this cluster.
_____ 3. Participate in one or more of the activities listed in the following Teacher's Guide related to this package:
    _____ Jobs that Classify
_____ 4. Work the Score A in Accuracy student handout.
_____ 5. Explore from among other Project Discovery packages in this cluster:
    _____ Medical Records _____ Accounting and Bookkeeping
    _____ Shorthand

FILING
PROJECT DISCOVERY PACKAGE
Word Search

I	N	T	T	R	S	U	B	J	E	C	T	X	S	A	A
N	S	U	J	O	B	E	S	J	D	A	T	A	U	O	L
D	Y	X	M	Z	O	D	Q	Y	F	I	L	E	R	F	P
E	S	C	M	E	O	E	S	U	D	Y	O	Z	N	F	H
X	T	L	X	Z	R	E	O	Z	E	A	F	S	A	I	A
I	E	E	P	E	N	I	S	R	X	N	T	S	M	C	B
N	M	R	M	A	I	L	C	S	D	T	C	T	E	E	E
G	X	K	Z	W	O	R	K	A	V	E	E	E	T	S	T
X	R	E	C	O	R	D	S	Z	L	Z	R	E	A	D	I
C	H	R	O	N	O	L	O	G	I	C	A	L	X	X	C
A	B	C	T	R	A	N	S	P	O	S	E	X	D	A	A
P	R	I	M	A	R	Y	G	U	I	D	E	S	E	X	L

Word Search

Alphabetical
Numerical
Chronological
Sequence
Surname
Primary guides
Indexing

Transpose
Subject
Clerk
Data
Order
Records
File

Read
System
Office
Job
Mail
Pen
Work

Key, Page 311

Student Handout

EXPLORING careers in the Business and Office Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

EXPLORATION CONTRACT FOR THE SHORTHAND PROJECT DISCOVERY PACKAGE

EXPLORATION CONTRACT I

Instructions: Check the activities you want to explore. Discuss this with your teacher before beginning.

_____1. Obtain a Project Discovery Activity Completion Form from your teacher. Answer the questions on this form as you explore the Shorthand Package.

_____2. After exploring the activities in this package, hand in the Project Discovery Activity Completion Form to your teacher.

_____3. Work the Word Search and Matching Exercise related to this package.

_____4. Discuss EXPLORATION CONTRACT II with your teacher.

EXPLORATION CONTRACT II

Instructions: If you liked the activities in this package, you may want to explore other activities in this occupational cluster. Check the activities you want to explore that are listed below. Discuss this with your teacher before beginning.

_____1. Research a job related to this package using the Occupational Outlook Handbook or other resources available in your library. Fill out a Job Fact Sheet on this occupation, Appendix 2.

_____2. Explore from among the Mini-Packages in this cluster.

_____3. Work the Punctuation Socio-Drama in the Games and Fun Activities Section.

_____4. Explore from among other Project Discovery packages in this cluster:

_____Medical Records _____Accounting and Bookkeeping

_____Filing

SHORTHAND
PROJECT DISCOVERY PACKAGE
Matching Exercise

Words students will encounter. Use in vocabulary games or spelling games:

____1. Shorthand

____2. Phonetically

____3. Brief form

____4. Phrasing

____5. Transcribing

____6. Transcript

____7. Obscure vowel

a. an unstressed vowel

b. making a copy in longhand or typewritten

c. a special abbreviation to help in rapid shorthand

d. representing the sounds of speech

e. an abbreviated, rapid method of recording the spoken word

f. the writing of two or more shorthand words together

g. the copy made in longhand or typewritten

Key, Page 305

SHORTHAND
PROJECT DISCOVERY PACKAGE
Word Search

S	G	T	L	E	T	T	E	R	S	T	T	S	S	P
T	S	R	A	C	C	U	R	A	C	Y	D	P	Y	H
E	E	X	E	W	K	T	S	P	E	N	X	H	M	O
N	C	D	F	G	D	F	Y	J	J	J	K	R	B	N
O	R	N	G	D	G	E	U	P	K	I	W	A	O	E
G	E	H	O	S	O	U	N	D	I	H	R	S	L	T
R	T	X	V	T	W	R	I	T	E	S	I	I	S	I
A	A	A	B	O	E	S	W	G	F	C	T	N	B	C
P	R	B	C	R	W	B	X	O	E	D	E	G	A	A
H	Y	A	B	C	I	E	O	X	R	D	E	X	S	L
E	X	H	E	A	R	E	L	O	X	D	X	S	S	L
R	T	H	E	O	R	Y	F	S	K	D	S	H	T	Y

Word Search

Gregg
Phonetically
Stenographer
Typist
Brief
Notebook
Vowels
Symbols
Letters
Hear
Accuracy
Write (Twice)
Phrasing
Theory
Secretary
Words
Pen
Sound

Key, Page 316

EXPLORING careers in the Business and Office Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

THE
STOCK BROKER
MINI-PACKAGE

A customer, Mr. Rich Mann, has asked you to invest $100,000 for him. Choose a company listed on the New York Stock Exchange. Choose a well-known company that has a good earnings record. Use the Wall Street Journal, if available, or use a newspaper that has a financial page where securities prices are quoted. Those issues traded the previous day are arranged in alaphabetical order on the financial page and appear like this under this arrangement:

NEW YORK STOCK EXCHANGE

Year to date		Stock &	Sales in					Net
High	Low	Dividend	100's	Open	High	Low	Last	Change
81 3/8	59½	Gen. Mot. 3.40	492	59 1/8	79½	77 1/8	59 1/8	-¼

The stock in question here is General Motors; its highest price during the year was 81 3/8, and the low for the year was 59½ (per share). That is about $81.38 and $59.50 per share. The stock paid a dividend of $3.40 per share during the previous year. And 49,200 shares were traded the previous day. The market for that stock opened at 79 1/8 on the date in question. During the trading day, it reached a high of 79½ per share and a low of 77 1/8 per share. It closed or its last price at the end of the trading day was 79 1/8. The net change of ¼ of a point (dollar) is the difference between the closing or last price for that day and the last price of the previous day, not the difference between the opening and last price of the day in question. Obviously yesterday's closing price can be either higher or lower than today's opening price. The preceding day's closing price in this example was 79 3/8. Today's was 79 1/8. The change was 2/8 or 1/4. Note that stocks advance or decline in steps of 1/8 of one dollar.

Record your investment for Mr. Rich Mann on the form on the next page.

THE STOCK BROKER MINI-PACKAGE
Page 2

1. Instructions: Prepare a form on a separate sheet. Entitle the form: Account of Mr. Rich Mann. Purchased __________ shares of the ____________________________ stock at ________ per share on ___________, 19--. Make two columns entitled: "date" and "last price." Record the last price for each date for two weeks or one month. Use this data for preparing a line graph showing the trend of the price of the stock for the time you choose to collect this information for Mr. Mann. Use graph paper.

2. Analyze your graph for Mr. Mann.

   1. Price per share when purchased: $____________
   2. Price per share when you completed this assignment: $____________
   3. Number of shares purchased: $____________
   4. Total amount invested: $____________
   5. Amount earned for Mr. Mann: $____________
   6. Amount lost: $____________

Student Handout

EXPLORING careers in the Business and
Office Cluster

Activities: Trying out work-related tasks

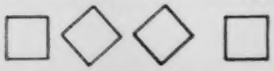
Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

THE
SYSTEMS ANALYST
MINI-PACKAGE

1. Introduction: Systems Analysis is a study of how the parts of a system work together. A system is any group of people, machines, or other elements that work together to do a certain job. An analyst tries to find the best way to accomplish this task.[1] For example, a school is a system that includes students, teachers, classrooms, books, etc. An analyst would figure the best way to schedule all these elements.

2. Systems analysts use electronic computers to help find the answers to mathematical problems. At times your mind must act like a computer. You must figure out how to set up things so work can be done faster and more accurately.

   Here is a problem to exercise your mind:[2]
   Given 16 matches, arrange them as follows:



   Your task is to take up 4 of these matches and move one so as to spell what the world needs more of (and also to see what matches are made of).

   Key, Page 306

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[1] World Book Encyclopedia, 1975.

[2] Julia Mira, Arithmetic Clear and Simple (New York: Barnes Noble, 1965).

3. Here are some of the symbols that make up your means of communicating about how efficiently work flows or moves. These symbols have been approved by the American Society of Mechanical Engineers. They are:

Operation ○
(Actual work of making something)

Transportation ⇨

Inspection □

Delay D

Storage ▽

Instructions: Fill in the correct symbol in the column to the right.

Subject charted: 100 checks in a home bank go to a branch bank in a suburban shopping center.

Point at which chart begins: Receiving of a batch of checks from the main office in downtown bank.

Point where chart ends: File drawer in the Bookkeeping Department at the branch bank.

FLOW PROCESS CHART

QUANTITY			TIME	SYMBOLS
100 Checks	1.	Transported to Branch Dept. by a messenger.	2 min.	________
	2.	Checks inspected.	15 min.	________
	3.	Delay awhile before they are to be sorted.	1 hour	________
	4.	Checks in operation and being worked on. They are being sorted by name.	1 hour	________
	5.	A clerk inspects the sorting.	½ hour	________
	6.	Checks are transported to a bookkeeper by messenger.	5 min.	________
	7.	Checks filed and put in storage in a file cabinet.		

A systems analyst would try to decrease the amount of time it takes to accomplish the tasks defined in this flow process chart and also improve the accuracy of the total work at the bank. How can the systems analyst help the bank save money and increase its efficiency?

4. In the following exercise you will be conducting a systems analysis on a work task you do for school. John made the following flow chart on his math homework assignment one evening:

	SYMBOLS	TIME
1. Begins to study	○	30 min.
2. Moves to TV	⇨	1 hr.
3. Watches TV	D	30 min.
4. Stores his homework in his desk drawer	▽	

From this process, John could see if he is doing his homework efficiently. What kinds of changes might be desirable in improving his efficiency?

Make your own flow chart on how you organize your time and energy in working on school assignments for one evening or day. What kinds of changes might be desirable in your study habits?

The following reference was used as a source in developing this activity: John J. Neuner, Administrative Office Management (Cincinnati: South-Western Publishing Co., 1972).

Student Handout

EXPLORING careers in the Business and Office Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

THE
TYPIST
MINI-PACKAGE

Materials needed: Typewriter, beginning typewriting text

1. Learn the parts of the machine. A diagram will be provided in the text. Learn the basic keyboard using correct finger positions.
2. Arrange a visit with a friend of yours or a friend of the family. Jot down notes on how this person uses the typewriter in his/her everyday personal living.
3. Interview at least 3 teachers in your school who know how to type. Jot down notes on how they make use of their typewriting skills.
4. Interview someone in the school office. Spend a half day observing this worker on the job. Obtain 3 samples of reports and forms prepared by this person with the aid of a typewriter.
5. Select an organization in your area that hires typists. Tour this facility. Interview one full-time office worker, preferably a typist. Use the interview form, Appendix 3. How important are English skills to a typist?
6. Assume that the typewriter is no longer available. Prepare a statement on specific and important areas of business and government that would be affected by this crisis.
7. Do you think all students should learn how to type? Why? Why not?
8. If you know how to type, type up your observations on Questions 1-7.

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*This activity was developed using the following source as a reference: Fred Winger, "Careers Section," Business Education Forum, April, 1975.

EXPLORING careers that use classification

Activities: Identifying occupations that make use of some kind of classification system

Objective: To explore occupational clusters through simulation and observation experiences

JOBS THAT CLASSIFY*

1. Think of classification in our everyday life: Students will come up with many lists. Begin with the home and list things that are sorted:

   Kitchen:
   Tool box:
   Record cabinet:
   Hobby collections (rocks, stamps, etc.)

2. What is classified and sorted in a school?

3. Think of some occupations that classify. Illustrate using Project Discovery packages: Filing, Greenhouse, Accounting, Medical Records, etc.

4. Hand out the Job Bank, Appendix 1. Check occupations that you think would require some kind of sorting or classification system.

5. Discuss why it is necessary to learn some kind of classification system in listing occupations. Hand out the Sample Occupational Systems sheet, Appendix 6. Discuss the meaning of the term "career cluster."

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*The core idea for this activity came from "Classify, Categorize, and Order," by Jane Lawson and Peter Finn, Career Education Activities for Subject Area Teachers, Grades 1-6 (Cambridge, Mass.: Abt Publications, 1975), p. 241-2.

6. Interview a school worker (or other worker). Ask him/her: What things do you sort and classify in your work? Why do you sort them the way you do? What would happen if you did not have a sorting or classification system in your work?

7. Role play the following situations:

   a. You are a customer at a grocery store. You have never visited this store. You are in a hurry. The grocer has not sorted the cans of food. The cans are piled on a big table in the middle of the store. What would you say to the grocer? Would you trade there again?

   b. You have lost a part from your 1965 Plymouth. You go to the auto parts store. All of the auto parts for all makes of Plymouths for the last 15 years are in a big pile in the back of the store. You have to wait 5 hours until the store clerk finds the part. Would you do business with this auto parts merchandiser again? Why or why not?

   c. You go to a shoe store. You cannot find the shoe size you want. When the clerk finally finds your size, you realize that the left shoe is longer than the right shoe. Does this shoe manufacturer and shoe store manager have an efficient system of classification?

   d. Think of other "What if . . ." situations in the occupational world related to the need for classification, sorting, or filing systems. Role play these situations.

8. Discuss why it is necessary to learn some kind of classification system in science. Interview your science teacher.

9. Relate the activities in this Teacher's Guide to the Project Discovery Filing Package and Accounting and Bookkeeping Package.

10. Discuss why it is necessary to have a classification system in a hospital. Relate this to the Medical Records activity.

EXPLORING careers in the Business and Office Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

MONEY JOBS

1. Visit a local bank. Prepare the students by identifying some people and things they will be seeing. After returning from the field trip, have them write down all of the activities and different jobs and machines they saw. Correlate this with spelling.
2. Simulate the following activities from materials obtained from the bank:
   - a. writing checks
   - b. filling out deposit slips
   - c. figuring interest on savings
   - d. using a payment book (car payment, for example)

   The importance of a good credit rating could be interwoven into this area.

3. Have the students set up a flea market. Buy and sell in the classroom using play money.*
4. Set up a model of a safety deposit system. Number safety deposit boxes. Rent them to students at intervals. They could put valued possessions in these boxes periodically. A form for deposit and withdrawal could be set up. This would encourage keeping accurate records.
5. Students could make a bulletin board showing the many phases of banking related to the world of work.
6. Relate this activity to the following Project Discovery packages: Filing, Accounting and Bookkeeping.

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*Idea from Dave Major, Benton Grade School, Circle USD 375, Kansas.

EXPLORING careers in the Business and Office Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

SCORE A IN ACCURACY

Instructions: Work the following before or after working the Project Discovery Filing Package.

Joan only recently had been eagerly awaiting her graduation and now that the day had come and gone she wondered what kind of work she would do. In school she had always liked the office education courses and had even talked to her counselor about it. Remembering that he had mentioned a local life insurance company among other companies needing office workers, she decided to check with them.

When Joan talked with the employment office, she found that at present the only openings were for the position of file clerk. She found that she would need a great deal of accuracy in that job since any error on her part would put information in places unknown to the people who would have to make use of it. Locating the errors, finding the correct information, and refiling it would cause untold loss of company time and perhaps even loss of customers if the annoyance caused were great in the customer's eye.

To test her perception of numbers and their relation, Joan was told to take the following test:

1. Given the number 5,431,629, give the place value of
    a. 1__________
    b. 2__________
    c. 3__________
    d. 4__________
    e. 5__________

Adapted from a career-related unit, developed under a joint project between Minnesota State Department of Education and Independent School District 281, Robbinsdale Area Schools, Minneapolis, Minnesota, 55427.

SCORE A IN ACCURACY
Page 2

2. Put the following numbers in proper sequence:

5163982791 a. ________________ 5163982792 f. ________________
4128456789 b. ________________ 516421596[illegible] g. ________________
4123457869 c. ________________ 5255252341 h. ________________
4124357789 d. ________________ 1234567891 i. ________________
4125163916 e. ________________ 3162981358 j. ________________

3. The following names occur in random order. Put them in alphabetical order by last name, using the first names if identical last names occur.

Judith Demarcus Vivian Larson a. __________ k. __________
Joseph Maslewski Allen Trangle b. __________ l. __________
Allen Rolbiecki Charles Johnston c. __________ m. __________
Marlene Summers Dale McPherson d. __________ n. __________
Charles Blaylock Joe Doe e. __________ o. __________
Elmer Ostlund Pete Edeskuty f. __________ p. __________
Gene Mills Wayne Schmidt g. __________ q. __________
John Rolbiecki Duane Grummons h. __________ r. __________
Antoni Zurawski Erling Gruman i. __________ s. __________
Charles Johnson Alcestis Edeskuty j. __________ t. __________

4. File the following policy numbers in correct sequence. Be sure to list them first by group number, and then by contract or certificate number. (The first block of numbers is always the group number, and then the numbers after the hyphen form the contract number.)

M653-124012 N398-416281 a.______________ k.______________

N389-516281 N399-516281 b.______________ l.______________

SU1056-318916 N389-514281 c.______________ m.______________

SU1057-412316 M348-214368 d.______________ n.______________

SU1056-318917 M384-222416 e.______________ o.______________

M348-124012 SU1056-318926 f.______________ p.______________

M591-280164 N389-416891 g.______________ q.______________

N389-514282 SU1057-392316 h.______________ r.______________

SU1066-412316 SU1058-392163 i.______________ s.______________

SU1056-138916 M653-124011 j.______________ t.______________

Key, Page 308

Joan wondered why there was so little math on the pretest and was informed that the most important part of her job would be accuracy, rather than calculations. Any errors on her part could cost the company time, embarrassment, and money.

There were about five main duties with which Joan would concern herself:

1. She would need to either add or delete information on the cards which were kept on each person. This would occur when there would be a change in premium -- as when the customer passes into a new age bracket, or if a change in beneficiary occurs, or when dividends are paid on the policies. The right information quite obviously must be placed on the proper card. The file clerk has to know how to read tables to get the information.

2. All correspondence concerning any policies is kept in pouches and these are filed numerically. The file clerk needs to be very exact in comparing whole numbers.

3. Occasionally, a file clerk works in the mail room, primarily sorting the incoming mail so that it will reach the proper departments.

4. The file clerk would also have to answer phones and be able to pull information cards and read information correctly from the cards. Also, when the agents need the entire file on a client, the clerk has to be able to swiftly locate it and begin it on its way.

5. Above all, a file clerk must be ready to ask questions whenever she has the slightest doubt about how to handle a filing difficulty. It is far better to get these matters settled correctly rather than mis-file information.

So, the most essential qualification for a file clerk is accuracy, accuracy, and more accuracy. Correct number perception is also important. The work is fascinating, for practically all the workings of the business goes through the hands of the file clerk. In fact, many choose to use this position as a stepping stone to other areas. It gives them a chance to study the whole situation and then they're able to choose departments they would be more interested in and then watch for openings there.

ACTIVITIES SUMMARY

EXPLORING CAREER CLUSTERS SECTION

EXPLORING THE AGRI-BUSINESS, NATURAL RESOURCES CLUSTER

Objective Code: IIC

I. Students explore the GREENHOUSE CAREERS Project Discovery Package and work the accompanying matching exercise and word search. (Page 125)

II. Students try out work-related tasks by exploring the ENVIRONMENTAL SCIENTIST MINI-PACKAGE Mini-Package. (Page 129)

III. Students explore this cluster through activities outlined in PLANT, INVEST, WATCH YOUR IDEA GROW: Students organize a sale of plants they have grown and make decisions on how to invest the profits. (Page 133)

It is not the intent of this LEADER'S GUIDE to provide a packaged program of Career Exploration for all of the career clusters but rather to provide a structure within which a school may develop its own tailor-made concept of exploration. We encourage teachers in your school to develop their own mini-packages and teacher's guides to supplement these activities making use of available resources.

Student Handout

EXPLORING careers in the Agri-Business,
Natural Resources Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

EXPLORATION CONTRACT
FOR THE
GREENHOUSE
PROJECT DISCOVERY PACKAGE

EXPLORATION CONTRACT I

Instructions: Check the activities you want to explore. Discuss this with your teacher before beginning.

_____1. Obtain a Project Discovery Activity Completion Form from your teacher. Answer the questions on this form as you explore the Greenhouse Package.

_____2. After exploring the activities in this package, hand in the Project Discovery Activity Completion Form to your teacher.

_____3. Work the Word Search and Matching Exercise related to this package.

_____4. Discuss EXPLORATION CONTRACT II with your teacher.

EXPLORATION CONTRACT II

Instructions: If you liked the activities in this package, you may want to explore other activities in this occupational cluster. Check the activities you want to explore that are listed below. Discuss this with your teacher before beginning.

_____1. Research a job related to this package using the Occupational Outlook Handbook or other resources available in your library. Fill out a Job Fact Sheet on this occupation, Appendix 2.

_____2. Explore from among the Mini-Packages in this cluster.

_____3. Participate in one or more of the activities listed in the following Teacher's Guides related to this cluster:
_____Plant, Invest, Watch Your Idea Grow!

GREENHOUSE
PROJECT DISCOVERY PACKAGE
Matching Exercise

Words students will encounter. Use in vocabulary games or spelling games:

____ 1. Germination

____ 2. Percentage

____ 3. Propagation

____ 4. Seedling

____ 5. Transplant

____ 6. Seed Leaves

____ 7. True Leaves

____ 8. Graftage

____ 9. Reproduce

____10. Division

____11. Sprout

____12. Cutting

a. a part of a whole expressed in hundredths

b. a beginning in growth; sprouting; a coming into being

c. increase in numbers

d. to move and reset in another location

e. a young plant; a plant grown from seed

f. the first leaves that appear on a seedling; usually these leaves do not look like the plants' true leaves

g. these are usually the third or fourth leaves which appear on a seedling

h. placing or inserting a part of one plant (bud or scion) on another plant (understock) so they will grow together

i. to produce again, make more of, increase

j. in this case, the process of dividing an overgrown plant into several smaller ones; not all plants can be propagated in this way, however

k. a young shoot; to send out new growth

l. a piece cut from an adult plant in order to grow a new plant

Key, Page 305

GREENHOUSE
PROJECT DISCOVERY PACKAGE
Word Search

P	A	N	X	G	S	C	I	E	N	C	E	F	L	O	W	E	R	S
E	R	C	D	R	E	D	M	I	X	L	W	S	Z	D	J	C	E	E
T	C	O	X	O	D	R	D	R	P	A	O	P	E	W	A	O	P	E
R	U	V	P	W	U	X	M	Z	L	Y	R	R	B	E	R	R	R	D
I	T	E	E	A	M	X	X	I	A	S	K	O	E	W	D	N	O	L
D	T	R	A	S	G	T	T	D	N	O	W	U	A	R	D	S	D	I
I	I	M	T	X	R	A	C	U	T	A	Z	T	N	S	S	R	U	N
S	N	I	M	Z	A	T	T	J	D	T	T	S	A	N	D	R	C	G
H	G	C	O	D	F	T	S	I	X	S	V	I	D	U	S	T	E	S
D	S	U	S	X	T	X	F	L	O	R	A	L	O	X	X	[illegible]	T	S
T	X	L	S	Z	A	R	A	K	E	N	H	O	E	N	V	E	I	R
D	Z	I	O	G	G	T	R	O	W	E	L	W	A	T	E	R	Z	L
D	X	T	W	Z	E	S	T	R	A	I	N	E	R	L	A	B	E	L
X	G	E	R	A	N	I	U	M	Z	X	F	I	L	T	E	R	X	Z

Word Search

Bean
Jar
Oats
Filter
Sedum
Cover
Work
Seeds
Germination
Seedlings

Flowers
Graftage
Sprouts
Soil
Petri dish
Sand
Clay
Science
Dust

Corn
Reproduce
Hoe
Floral
Cut
Water
Grow
Pan
Cuttings

Trowel
Strainer
Vermiculite
Geranium
Peat moss
Sow
Plant
Label
Mix

Key, Page 311

Student Handout

EXPLORING careers in the Agri-Business,
Natural Resources Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

THE ENVIRONMENTAL SCIENTIST MINI-PACKAGE[1]

Activity 1:

1. Obtain 4 jars or bottles.
2. Boil the jars for 20 minutes to remove bacteria. Do not touch the inside of the lid or bottle.
3. You will collect water from four different sources in the community, including water from ponds and from the tap. Before running tap water into the bottle, flame the faucet to remove the bacteria.
4. As you fill each bottle, move the bottle around a little.
5. Make a chart of your own to record the name of each water safe to drink.
6. Sniff each water sample. Write a letter code on your chart next to the sample number.
7. Use the tables on the next two pages to make a chart recording the name of each water source, the nature of the odor, odor intensity and whether the water is safe to drink.

---

[1] Southwest Iowa Learning Resources Center, Project Discovery Package: Environmental Monitoring, Field Test Prototype (Red Oak, Iowa: Southwest Iowa LRC, 1975).

Table 1[2]

Code	Nature of odor	Description
A	Aromatic (spicy)	Such as odor of camphor, cloves, lavender, and lemon
Ac	Cucumber	Such as odor of Synura (genus of brown, flagellated algae)
B	Balsamic (flowery)	Such as odors of geranium, violets, and vanilla
Bg	Geranium	Such as odor of Aster onelia
Bn	Nasturtium	Such as odor of Aphanizomenon
Bs	Sweetish	Such as odor of Coelosphaerium
Bv	Violets	Such as odor of Mallomonas
C	Chemical	Such as odors due to industrial wastes or chemical treatment
Cc	Chlorinous	Odor of free chlorine
Ch	Hydrocarbon	Such as odors of oil refinery wastes
Cm	Medicinal	Such as odors of phenol or iodoform
Cs	Sulfuretted	Odor of hydrogen sulfide
D	Disagreeable	Pronounced unpleasant odors
Df	Fishy	Such as odor of Uroglenopsis and Dinobryon
Dp	Pigpen	Such as odor of Anabaena
Ds	Septic	Such as odor of stale sewage
E	Earthy	Such as odor of damp earth
Ep	Peaty	Such as odor of peat
G	Grassy	Such as odor of crushed grass
M	Musty	Such as odor of decomposing straw
Mm	Moldy	Such as odor of a damp cellar
V	Vegetable	Such as odor of root vegetables

---

[2] From the Manual of Instruction for Water Treatment Plant Operators, Albany, New York, New York State Department of Health. Cited in Project Discovery Package, Environmental Monitoring, Ibid.

Table 2

Numerical Value	Term	Definition
0	None	No odor perceptible
1	Very faint	An odor that would not be detected ordinarily by the average consumer, but that could be detected in the laboratory by an experienced observer
2	Faint	An odor that the consumer might detect if his attention were called to it, but that would not attract attention otherwise
3	Distinct	An odor that would be detected readily and that might cause the water to be regarded with disfavor
4	Decided	An odor that would force itself upon the attention and that might make the water unpalatable
5	Very strong	An odor of such intensity that the water would be absolutely unfit to drink (a term to be used only in extreme cases)

Activity 2

1. Obtain 4 jars or bottles and pH paper.
2. Solutions can be labeled as acid, alkaline, or neutral.
   A pH of 7.0 is called neutral.
   A pH of more than 7.0 is called alkaline or basic.
   A pH of less than 7.0 is called acid.
   In order for public water supplies to be acceptable, they should have a pH of between 6.0 and 8.5.
3. Label each bottle and record the place that each sample came from. (include tap water in your samples)
4. Pull out 2 inches of test tape on the 6.0 to 8.0 side.
5. Dip the tape into the water sample.
6. Compare the tape to the color chart on the side of the tape dispenser.
7. On your chart, record the pH number and whether the water meets standards.
8. Check the pH number of each sample, record it on your chart, along with yes or no, whether the water meets standards.

EXPLORING work-related tasks in the Greenhouse Project Discovery Package

Activities: Caring for plants
Selling plants
Making macrame' pot hangers

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

PLANT, INVEST, WATCH YOUR IDEA GROW!

1. Many students will want to get involved in the Greenhouse Package early in the year. They can plan a sale of plants they grow.

2. Students can also make macrame' pot hangers to sell.[1]

3. In order to get funds for the supplies, the students may set up a bank. Bank loan officers could be appointed to interview loan applicants.

4. An advertising group could work on copy for the media to advertise the sale.

5. A bookkeeper who has explored the Accounting and Bookkeeping Package could be assigned the task of making out an income statement after the sale.

6. The class could then decide if they should re-invest some of the money for another sale or contribute the money to a worthy cause. Students may wish to contribute the money to help in environmental control. They could buy trees for the school grounds or buy books related to ecology for the school library.[2]

---

[1] Idea from Sherrill Martinez, Teacher, Newton High School, Newton, Kansas.

[2] Idea from Mary Stell, "ABLE Model Program," Northern Illinois University, Elementary School Guidance and Counseling, December, 1973.

ACTIVITIES SUMMARY

EXPLORING CAREER CLUSTERS SECTION

EXPLORING THE CONSTRUCTION CLUSTER

Objective Code: IIC

I. Students explore the following Project Discovery Packages and work the accompanying matching exercises and word searches:

MASONRY PACKAGE (Page 137)
PLUMBING PACKAGE (Page 141)
WALL COVERING PACKAGE (Page 145)

It is not the intent of this LEADER'S GUIDE to provide a packaged program of Career Exploration for all of the career clusters but rather to provide a structure within which a school may develop its own tailor-made concept of exploration. We encourage teachers in your school to develop their own mini-packages and teacher's guides to supplement these activities making use of available resources.

Student Handout

EXPLORING careers in the Construction, Manufacturing Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

EXPLORATION CONTRACT
FOR THE
MASONRY
PROJECT DISCOVERY PACKAGE

EXPLORATION CONTRACT I

Instructions: Check the activities you want to explore. Discuss this with your teacher before beginning.

_____ 1. Obtain a Project Discovery Activity Completion Form from your teacher. Answer the questions on this form as you explore the Masonry Package.

_____ 2. After exploring the activities in this package, hand in the Project Discovery Activity Completion Form to your teacher.

_____ 3. Work the Word Search and Matching Exercise related to this package.

_____ 4. Discuss EXPLORATION CONTRACT II with your teacher.

EXPLORATION CONTRACT II

Instructions: If you liked the activities in this package, you may want to explore other activities in this occupational cluster. Check the activities you want to explore that are listed below. Discuss this with your teacher before beginning.

_____ 1. Research a job related to this package using the Occupational Outlook Handbook or other resources available in your library. Fill out a Job Fact Sheet on this occupation, Appendix 2.

_____ 2. Explore from among the Mini-Packages in this cluster.

_____ 3. Explore from among other Project Discovery packages in this cluster:

_____ Plumbing _____ Wall Covering

MASONRY
PROJECT DISCOVERY PACKAGE
Matching Exercise

Words students will encounter. Use in vocabulary games or spelling games:

____ 1. Brick trowel

____ 2. Slump

____ 3. Slump test

____ 4. Mortar box

____ 5. Mortar board

____ 6. Masonry

____ 7. Reinforcement rod

____ 8. Honeycombing

____ 9. Buttering

____10. Course

____11. Mortar bed

____12. Mortar joint

____13. Jointing

____14. Jointing tool

____15. Carpenter's square

____16. Chalk line

____17. Sight line

____18. Bond

a. the overlapping arrangement of bricks which allows the wall to be much stronger than if the bricks were stacked vertically

b. a string used to make a long, straight line on a flat surface; the line is coated with colored chalk and fastened taut between two points; a snap of the line produces a chalk line on the surface to be marked

c. a flat steel square used by carpenters and other construction workers; the body of the square is usually 24" long and the tongue 16" long; both the body and the tongue are marked with English or metric measurement

d. bottom layer of mortar upon which first course of brick or block rests

e. becoming full of air pockets; leaving holes and incomplete edges on the finished product

f. iron bars added to concrete for added strength

g. trowel used by the bricklayer for picking up and spreading mortar

h. square board, often with a handle underneath, on which a mason holds mortar

i. large box or container used for mixing mortar, plaster, and concrete

j. a concrete wet mix test to determine if the correct proportion of water has been added to the mix

k. the amount concrete sags or falls

l. block, brick, tile, or stone laid in mortar; any concrete construction

MASONRY: Matching Exercise
Page 2

m. applying mortar on a brick or concrete block
n. a layer of stone, brick, or block
o. the seam filled with mortar joining bricks or blocks
p. the finishing of exterior mortar joints between brick or stone
q. a reference line to allow a mason to keep a wall straight and level without leveling each individual block; this line allows a wall to be level even if the floor or foundation under it is not exactly level
r. the tool used to finish the exterior mortar joints between brick or stone

Key, Page 305

MASONRY
PROJECT DISCOVERY PACKAGE
Word Search

B	R	I	C	K	T	R	O	W	E	L	M	A	T	H	S	Z
U	X	X	X	S	T	R	O	M	P	L	I	E	R	S	I	C
C	M	B	D	X	L	Z	D	L	O	T	D	D	S	T	G	O
K	I	D	O	Q	Z	L	Z	D	L	R	D	D	Q	R	H	N
E	X	X	X	N	Z	Z	M	Z	X	Z	T	X	U	E	T	C
T	S	A	N	D	D	Z	D	P	W	W	W	A	A	T	L	R
R	U	L	E	R	Z	D	B	O	X	S	S	A	R	C	I	E
Z	C	H	A	L	K	L	I	N	E	S	T	X	E	H	N	T
S	I	N	K	X	L	E	V	E	L	Q	Q	E	Q	E	E	E
Z	X	X	B	U	T	T	E	R	I	N	G	R	S	R	T	L
H	O	N	E	Y	C	O	M	B	I	N	G	R	X	T	X	I
J	O	I	N	T	I	N	G	T	O	O	L	H	O	E	X	M
T	T	R	E	I	N	F	O	R	C	E	M	E	N	T	X	E

Word Search

Buttering
Brick trowel
Bond
Sight line
Chalk line
Jointing tool
Mortar
Slump
Test

Honeycombing
Reinforcement
Square
Pliers
Concrete
Mix
Box
Hoe
Level

Roll
Bucket
Ruler
Sink
Lime
Sand
Math
Stretcher

Key, Page 312

EXPLORING careers in the Construction, Manufacturing Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

EXPLORATION CONTRACT
FOR THE
PLUMBING
PROJECT DISCOVERY PACKAGE

EXPLORATION CONTRACT I

Instructions: Check the activities you want to explore. Discuss this with your teacher before beginning.

_____1. Obtain a Project Discovery Activity Completion Form from your teacher. Answer the questions on this form as you explore the Plumbing Package.

_____2. After exploring the activities in this package, hand in the Project Discovery Activity Completion Form to your teacher.

_____3. Work the Word Search and Matching Exercise related to this package.

_____4. Discuss EXPLORATION CONTRACT II with your teacher.

EXPLORATION CONTRACT II

Instructions: If you liked the activities in this package, you may want to explore other activities in this occupational cluster. Check the activities you want to explore that are listed below. Discuss this with your teacher before beginning.

_____1. Research a job related to this package using the Occupational Outlook Handbook or other resources available in your library. Fill out a Job Fact Sheet on this occupation, Appendix 2.

_____2. Explore from among the Mini-Packages in this cluster.

_____3. Explore from among other Project Discovery packages in this cluster:

_____Masonry _____Wall Covering

PLUMBING
PROJECT DISCOVERY PACKAGE
Matching Exercise

Words students will encounter. Use in vocabulary games or spelling games:

____ 1. galvanized pipe

____ 2. die

____ 3. union

____ 4. flare fitting

____ 5. flux

____ 6. sweat joint

____ 7. solvent

____ 8. elbow

____ 9. burr

a. steel pipe with a protective coating of molten zinc

b. pipe fitting which joins two threaded pipes at an angle

c. pipe fitting used to join two threaded pipes without dismantling them

d. metal pieces are coated with flux, placed together, and heat applied to melt solder and join pieces

e. chemical used in soldering to promote better fusion of the metals and prevent oxidation

f. type of connection used with soft tubing which involves flaring the ends of the tube for a mechanical seal

g. tool used for cutting external threads

h. roughness and sharp edges on the interior wall of a pipe resulting from cutting and before installing

i. liquid capable of dissolving a material

Key, Page 305

PLUMBING
PROJECT DISCOVERY PACKAGE
Word Search

G	R	S	S	D	D	E	B	U	R	R	D	S	E	V
A	A	W	R	E	N	C	H	X	P	S	I	S	L	R
F	C	L	S	P	F	L	U	X	L	X	E	X	B	S
L	O	R	V	L	V	I	S	E	A	I	X	S	O	O
A	P	I	D	A	U	P	U	D	S	R	H	X	W	L
R	P	G	O	S	N	U	S	P	T	G	O	V	F	D
E	E	I	B	T	I	I	V	X	I	N	S	X	I	E
L	R	D	B	I	O	U	Z	Z	C	P	E	X	T	R
T	E	E	X	C	N	O	O	E	K	R	E	D	T	R
V	A	L	V	E	C	A	P	S	D	D	D	S	I	E
S	W	E	A	T	J	O	I	N	T	O	I	L	N	A
S	O	L	V	E	N	T	D	D	P	U	M	P	G	M
F	L	E	X	I	B	L	E	S	T	E	E	S	P	E
W	A	L	L	F	A	U	C	E	T	T	O	O	L	R
D	D	H	A	C	K	S	A	W	B	R	A	S	S	X
P	R	O	P	A	N	E	S	S	T	O	R	C	H	X

Word Search

Galvanized
DeBurr
Die
Flare
Union
Fitting
Flux
Sweat joint
Solvent
Flexible
Copper

Rigid
Iron
Plastic (twice)
Valve
Faucet
Hose
Pipe
Tees
Oil
Solder
Hacksaw

Propane
Torch
Brass
Wall
Pump
Tool
Reamer
Wrench
Vise
Caps
Elbow

Key, Page 314

Student Handout

EXPLORING careers in the Construction,
Manufacturing Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

EXPLORATION CONTRACT
FOR THE
WALL COVERING
PROJECT DISCOVERY PACKAGE

EXPLORATION CONTRACT I

Instructions: Check the activities you want to explore. Discuss this with your teacher before beginning.

_____1. Obtain a Project Discovery Activity Completion Form from your teacher. Answer the questions on this form as you explore the Wall Covering Package.
_____2. After exploring the activities in this package, hand in the Project Discovery Activity Completion Form to your teacher.
_____3. Work the Word Search and Matching Exercise related to this package.
_____4. Discuss EXPLORATION CONTRACT II with your teacher.

EXPLORATION CONTRACT II

Instructions: If you liked the activities in this package, you may want to explore other activities in this occupational cluster. Check the activities you want to explore that are listed below. Discuss this with your teacher before beginning.

_____1. Research a job related to this package using the Occupational Outlook Handbook or other resources available in your library. Fill out a Job Fact Sheet on this occupation, Appendix 2.
_____2. Explore from among the Mini-Packages in this cluster.
_____3. Explore from among other Project Discovery packages in this cluster:
_____Plumbing _____Masonry

WALL COVERING
PROJECT DISCOVERY PACKAGE
Matching Exercise

Words students will encounter. Use in vocabulary games or spelling games:

____ 1. cut in

____ 2. dimpling

____ 3. dry wall

____ 4. glazing

____ 5. exterior

____ 6. interior

____ 7. bristles

____ 8. siding

____ 9. vertically

____10. putty

____11. perforated

____12. overlapping

____13. primer

____14. trim

____15. nail head

____16. nail hole

____17. nail set

____18. mud

____19. horizontally

____20. finish painting

____21. feather edge

____22. gypsum

a. technique using special paint brush or tool which permits painter to get clean edge on jobs such as window sashes

b. coarse, stiff hair part of the paint brush making a small impression

c. making a small impression

d. any materials used for wall coverings that do not need to be mixed with water before being applied; various wallboards are an example of dry wall construction

e. being on an outside surface

f. the operation of putting glass in a sash

g. a common mineral composed of hydrous calcium sulphate; fabricated gypsum products used in building include wallboards, plasterboards, etc.

h. a keen edge, tapering off to nothing

i. applying the last coat of paint

j. parallel to the horizon

k. inside; inner

l. the name used by dry wall installers in reference to dry wall compound

m. the top of the nail

n. the indentation made in wall surface by hammered nail

o. a punch-type tool used to set the head of a nail below the surface of the wood

p. extending over and covering a part of

q. having holes through

r. the first coat of paint, used as a preservative, filler and as a base for other coats of paint

s. (in this case) a dough-like mixture or pigment and oil - sometimes mixed with white lead; used to fill nail holes and cracks

WALL COVERING: Matching Exercise
Page 2

t. exterior wall finish of a building
u. moldings and boards of various designs to finish door and window openings
v. perpendicularly

Key, Page 305

WALL COVERING
PROJECT DISCOVERY PACKAGE
Word Search

O	P	D	B	C	A	R	D	G	Y	P	S	U	M	F
V	E	R	D	B	R	I	S	T	L	E	S	K	D	E
E	X	G	I	R	S	D	P	U	V	M	K	S	I	A
R	T	L	N	M	D	S	S	U	D	S	U	R	M	T
L	E	A	T	D	E	S	I	S	T	T	T	D	P	H
A	R	Z	E	B	B	R	D	S	T	T	D	O	L	E
P	I	I	R	L	B	B	I	T	V	V	Y	O	I	R
P	O	N	I	N	G	H	N	P	R	T	L	R	N	E
I	R	G	O	F	A	A	G	P	P	I	L	V	G	D
N	T	R	R	D	D	I	D	D	T	R	M	T	R	G
G	S	D	R	Y	W	A	L	L	S	R	T	A	P	E
T	P	E	R	F	O	R	A	T	E	D	C	U	T	S
M	H	O	R	I	Z	O	N	T	A	L	L	Y	U	T

Word Search

Door
Primer
Nail
Perforated
Putty
Gypsum
Feather edge
Overlapping
Horizontally
Trim
Exterior
Interior
Bristles
Dry wall
Dimpling
Mud
Siding
Tape
Glazing
Cut
Board

Key, Page 318

ACTIVITIES SUMMARY

EXPLORING CAREER CLUSTERS SECTION

EXPLORING THE CONSUMER, FOOD SERVICES, AND HOME ECONOMICS CLUSTER

Objective Code: IIC

I. Students explore the WAITER/WAITRESS Project Discovery Package and work the accompanying matching exercise and word search. (Page 151)

II. Students try out work-related tasks by exploring the following Mini-Packages:

- CONSUMER PRODUCT TESTING LABORATORY WORKER MINI-PACKAGE (Page 153)
- DIETICIAN MINI-PACKAGE (Page 155)
- FOOD TECHNOLOGIST MINI-PACKAGE (Page 157)
- INTERIOR DECORATOR MINI-PACKAGE (Page 159)

III. Students explore this cluster through activities outlined in the following Teacher's Guide:

HOLD THE PICKLE, HOLD THE LETTUCE, HAVE IT YOUR WAY: Students explore the fast food industry through job simulations and observation. (Page 163)

It is not the intent of this LEADER'S GUIDE to provide a packaged program of Career Exploration for all of the career clusters but rather to provide a structure within which a school may develop its own tailor-made concept of exploration. We encourage teachers in your school to develop their own mini-packages and teacher's guides to supplement these activities making use of available resources.

EXPLORING careers in the Consumer, Food Services, Home Economics Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

EXPLORATION CONTRACT
FOR THE
WAITER/WAITRESS
PROJECT DISCOVERY PACKAGE

EXPLORATION CONTRACT I

Instructions: Check the activities you want to explore. Discuss this with your teacher before beginning.

____ 1. Obtain a Project Discovery Activity Completion Form from your teacher. Answer the questions on this form as you explore the Waiter/Waitress Package.
____ 2. After exploring the activities in this package, hand in the Project Discovery Activity Completion Form to your teacher.
____ 3. Work the Word Search related to this package.
____ 4. Discuss EXPLORATION CONTRACT II with your teacher.

EXPLORATION CONTRACT II

Instructions: If you liked the activities in this package, you may want to explore other activities in this occupational cluster. Check the activities you want to explore that are listed below. Discuss this with your teacher before beginning.

____ 1. Research a job related to this package using the Occupational Outlook Handbook or other resources available in your library. Fill out a Job Fact Sheet on this occupation, Appendix 2.
____ 2. Explore from among the Mini-Packages in this cluster.
____ 3. Participate in one or more of the activities listed in the following Teacher's Guide related to this cluster:
    ____ Hold the Pickle . . .

WAITER/WAITRESS
PROJECT DISCOVERY PACKAGE
Word Search

B	U	S	I	N	G	G	T	D	C	V	T	G	U
R	E	A	T	I	N	G	E	H	H	S	T	N	V
E	T	V	T	L	T	T	A	X	E	S	E	C	C
A	A	S	E	S	U	D	R	U	C	M	C	E	O
K	A	T	V	R	R	N	G	M	K	S	T	O	O
F	S	O	U	P	A	M	C	M	D	I	E	T	K
A	B	O	W	L	S	G	V	H	F	O	R	K	E
S	A	L	A	D	A	G	E	N	T	R	E	E	A
T	A	B	L	E	B	S	S	S	P	O	O	N	T

Word Search

Breakfast
Busing
Beverage
Menu
Check
Entree
Spoon
Table
Cook

Lunch
Bowl
Diet
Salad
Soup
Tea
Tax
Fork
Eat

Key, Page 317

Student Handout

EXPLORING careers in the Consumer, Food Services, and Home Economics Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

THE
CONSUMER PRODUCT TESTING
LABORATORY WORKER
MINI-PACKAGE

1. With the supervision of an instructor, test for the flammability of fabrics. Use wool, cotton, dacron, and nylon. Place a lighted Bunsen burner on an asbestos sheet. Place each kind of fabric sample halfway into the flame for several seconds.

Check the following after each experiment:

Smells like burning leaves	Smells like hair	Feathery, crispy ash	Hard plastic ash
1. Wool			
2. Cotton			
3. Dacron			
4. Nylon			

Which fabrics appear to burn the fastest? ____________ Did any fabric burn more slowly than others? If so, which one? ___________

3. Check the law on flammability of fabrics, especially in children's clothing. From this experiment, use this data to write a persuasive speech to parents of young children and/or young children on "Safety in the Home".

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*Career-related unit, developed under a joint project between the Minnesota State Department of Education and Independent School District 281, Robbinsdale Area Schools, Minneapolis, Minnesota 55427.

Student Handout

EXPLORING careers in the Food Services Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

THE
DIETICIAN
MINI-PACKAGE

1. Observe the school cook preparing lunch. Observe different job skills. Find the size of an average serving (metric). Figure the calorie count. Total and average for the week.

2. Run a check on how much milk is not drunk at lunch. Figure cost of waste. Develop a plan to reduce the waste.

3. Take a field trip to a hospital kitchen. Obtain a copy of a budget prepared by the local hospital administrator and estimate a new budget with a 10 per cent increase for the coming year.

4. Prepare a graph on the number of calories needed by the average person from ages 10 to 30. Compute the number they need to add or deduct in order to gain or lose pounds in 30 days.*

---

*Idea from Don Daniel, Lincoln Central Elementary School, Cherryvale, Kansas. Cited in *Report of Montgomery County, Kansas, Career Education Consortium*, 1975.

EXPLORING careers in the Food Services, Consumer, and Home Economics Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

THE FOOD TECHNOLOGIST MINI-PACKAGE*

Determining which foods contain more Vitamin C:

1. Obtain Indophenol from a biochemical supply house or from the Chemical Division of Eastman Kodak Company.
2. You'll need beakers and test tubes, balance, graduated cylinder, eyedropper, Vitamin C (in either liquid or pill form), and food to test (grapefruit, cantaloupe, strawberries, tomato juice).
3. Dissolve one gram of Indophenol in 1000 cc. of water. Place 10 cc. of this solution in a clean test tube.
4. Add Vitamin C source drop by drop to the test tube of Indophenol solution until the solution turns colorless. (The more Vitamin C source needed to clear the Indophenol, the less Vitamin C that source contains)
5. Label each test tube with the name of food to be tested.
6. Test each food sample for the content of Vitamin C:
    a. In a clean test tube place 10 cc. of Indophenol solution; then drop by drop add the tomato juice to the test tube. Record the number of drops necessary to turn the Indophenol solution colorless. ______drops

---

*This activity is entitled "Science in Manufacturing: Using the Scientific Method for Research," Career Education Science, developed by Mary Robinson, 1974. Reprinted with permission from the Oklahoma State Department of Vocational-Technical Education, Curriculum Instructional Materials Center, Stillwater, Oklahoma.

THE FOOD TECHNOLOGIST MINI-PACKAGE
Page 2

b. In a clean test tube place 10 cc. of the Indophenol solution. Add the strawberry juice drop by drop until the solution turns colorless. Record the number of drops necessary to turn it colorless. _____ drops

c. In a clean test tube place 10 cc. of Indophenol solution. Add the cantaloupe juice drop by drop until the solution is colorless. _____ drops

d. In a clean test tube place 10 cc. of the Indophenol solution. Drop by drop add the grapefruit juice to the solution. Record the number of drops it takes to turn the Indophenol solution colorless. _____ drops

7. Which of the four food samples has the most Vitamin C?

8. Which of the four food samples has the least amount of Vitamin C?

9. List in order of the highest Vitamin C content and then indicate how many drops were necessary to turn the Indophenol solution colorless.

	Food	Number of Drops
a.		
b.		
c.		
d.		

EXPLORING careers in the Consumer, Food Services, Home Economics Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

THE
INTERIOR DECORATOR
MINI-PACKAGE

A customer comes to you for help in selecting wallpaper to cover one wall in a bedroom. You must figure how much wallpaper will be needed and how much the total cost of the project will be.

1. What is the surface area of the 10' bedroom wall which is 8 feet high? ______sq. feet
2. The wallpaper to be used is sold in 30 square rolls. How many rolls will it take to cover the one wall? ______rolls
3. At $10.59 per roll, what is the total cost of the wallpaper? $______
4. The paper hanger charges $7.00 per roll to hang the paper. This charge includes supplies and tools. What will the paper hanger charge? $______
5. Figure the total cost of wallpaper and labor for this bedroom. $______
6. Figure the square feet of floor space to be covered by the carpet. The room is 10' x 12'. Sq. feet____________
7. How many square yards of carpet will be needed to cover the floor? ______sq. yards
8. This particular carpet which the customer has picked out costs $10 per yard. How much will the carpet itself cost? $______
9. The padding to go under the carpet costs $1.75 per square yard. Labor per square yard is $1.25. What will be the total cost of carpet, padding, and labor? $______

THE INTERIOR DECORATOR MINI-PACKAGE
Page 2

A man moving into an apartment needs to have drapes made for the sliding glass doors in his living room. The door measures 72" x 80".

10. The door is 72" wide and you'll need to allow 2.5 times that much material for the curtains. How wide should your material be? ______in. width

11. Length of the curtains should be measured from the curtain rod to one inch from the floor. You find that his measures 80". In addition to the 80" you must add 12" for hemming. How long should the material be? ______in. length

12. Your material will be taken from a bolt 48" wide. How many 48" sections will you need? (round to nearest whole number) ______in. material

13. How much material will you need? ____yd.____in. material needed

14. At $5.50 per yard, how much will the material cost? $_____

Create an ideal family room

15. Interview your family with the idea of creating a functional family room. Ask them what activities they would like to be able to do in this room. (Ping pong, TV, crafts, reading, running model trains, playing the piano or guitar, listening to stereo radio, etc.) Use a catalog from Sears and Roebuck or Montgomery Wards to get ideas on furniture, desks, etc. Talk to the shop teacher about costs involved in making furniture. What size should your dream family room be? Gather books on home decorating from the library or bring home decorating magazines. Make a scrapbook of ideas and pictures or sketches of this family room. Measure various items, such as piano or ping pong table so you will be able to make a scale drawing of the room and its furnishings.

Make a miniature model of your dream room

16. Select curtain material, carpet or floor covering samples, paint or wallpaper samples. Make a scrapbook of samples with description of your dream room. If possible, obtain samples to include with description of your dream room. If possible, obtain samples large enough so that you can decorate a model room in miniature. (Use cardboard boxes, contact paper, carpet and material smaples)

Plan a color scheme for a friend's room

17. Interview a friend to determine color preferences for a particular room in his/her home. (Bedroom, bathroom, living room, family room, etc.) Use catalogs or visit stores to check on carpets, fabric, sinks, bath tubs, or appliances such as stove or refrigerator, depending on which room you are decorating. Make recommendations to your friend by preparing a notebook with suggested colors (use carpet and fabric samples and pictures).

Figure the cost of carpet for your room at home

18. Figure the dimensions of your own room at home. What is the surface area of the room? (multiply the length by the width) Visit a carpet store to select your "dream" carpet. How much is the carpet you've selected per square yard? How much would it cost to buy carpet for your room? Inquire about how much the store would charge to install the carpet. (Do the same thing with wallpaper or paint--select a design or color, then figure the total cost of materials and labor).

Key, Page 307

EXPLORING careers in the Consumer,
Food Services, Home Economics
Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

HOLD THE PICKLE

HOLD THE LETTUCE

HAVE IT YOUR WAY

1. Point out to the students that there are a variety of fast food establishments in the country. Some of these are McDonald's, Burger King, Hardee's, Pizza Hut, and Kentucky Fried Chicken. Can you think of others? Point out the fast food establishments in your area. Plan a field trip to one of these establishments.[1]

2. Ask the students to list some general characteristics of fast food places of business. Some may be:

   Customers obtain their own food
   Prices seem lower than other restaurants
   Menus are limited
   The buildings are small
   Most have parking lots around them

3. Have the students list the kinds of jobs they saw on their field trip.

4. Have them observe food being prepared. Note how food passes from one work station to another until it's completed and ready to serve. For example, students will see food passed from a cooking station to an assembling station to a holding station and eventually to the customer.

---

[1] The core ideas for this activity came from "Three Burgers, No Catsup!" developed by Peter Finn and Jane Lawson, Career Education Activities for Subject Matter Teachers, Grades 6-9 (Cambridge, Mass.: Abt Publications, Inc., 1975) and from Marilyn Kay McFarland, Exploring Careers in Hospitality and Food Service (Bloomington, Ill.: McKnight Publishing, 1975).

5. Have students simulate what they can in establishing their own fast food assembly line using the actual foods. Have students perform the functions that are practicable in a school setting. Follow the process used in a fast food franchise operation. Point out that franchises are large national organizations set up to serve the local franchise businesses. Local managers pay a fee to use the franchise (McDonald's, for example). The franchise there provides the local manager with supplies and services. Ask the students: Why would McDonald's be able to buy at a better price than a private small independent restaurant? The answer should be: They always buy in quantity.

   Have students apply the following process in a job simulation:[2]

   1. Food and supplies are ordered from franchise suppliers. Ordering will take place.
   2. Food is delivered. A manager checks the invoice (itemized bill) to be sure everything that was ordered is delivered. If it is there, the invoice is signed. Next, food and supplies are stored and ready for use.
   3. Grilling Station: The worker at the grilling station removes patties from the freezer and cooks them.
   4. Toasting Station: Buns are toasted.
   5. Condiment Station: Condiments (catsup, mustard, pickles, etc.) are placed on the bottom of each bun.
   6. When hamburger patties are cooked, they are placed on top of dressed crowns and bottom half of buns are laid on top.
   7. Wrapping Station: Hamburgers then pass to the wrapping station where they are wrapped and placed in a holding bin which keeps them warm until they are served.
   8. Soft Drink Station: Soft drinks are being poured by another worker.

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[2] Process adapted from materials in the following reference: Marilyn Kay McFarland, Exploring Careers in Hospitality and Food Service (Bloomington, Ill.: McKnight Publishing, 1975).

HOLD THE PICKLE HOLD THE LETTUCE HAVE IT YOUR WAY
Page 3

The following workers will be needed to assemble the Super Dooper Burger:

1) Manager
2) Cook
3) Toasting Cook
4) Wrapper Worker
5) Soft Drink Worker
6) Cashier

French fries and milk shake stations have been left off.

Have students set up enough food to feed _____ people. Have them set up the assembly-line process. Involve the entire class in math problems related to buying supplies and pricing, etc. They could try the assembly-line process with peanut butter-jelly sandwiches. Also, have them experiment with having each student go through all of the steps on his own or using the assembly-line team method. Compare the efficiency of both methods. Have students explain why the assembly-line method is used. Encourage students to stress: friendliness, scrubbed hands, teamwork, cleanliness, and courtesy when working on the project.

Other Activities:

1. Ask students to evaluate economic and societal changes that have caused the increased number of fast food industry businesses in the past 20 years: lower cost (might mention increase in use of automobile), people are in a hurry, both parents are working, etc.

2. Ask them how they think this has affected family meals and visits around the table at home?

3. Ask the students to calculate the amount of paper and plastic products used for the following order at a fast food establishment:
    1) Carry out carton
    2) Large coke
    3) French fries
    4) Hamburger
    5) Dessert pie

    Discuss the pros and cons of the use of this much paper and plastic (pro or con to environment). What would happen if there was no supply of paper and plastic?

4. Some students may want to learn about how to obtain a franchise entitling him/her to operate a fast food business. Here are 2 addresses to write:

McDonald's Corporation
One McDonald Plaza
Oakbrook, Ill. 60521

Kentucky Fried Chicken
1441 Gardiner Ln.
Louisville, KY. 50213

5. Have these students interview the managers and/or workers at a fast food establishment during off hours. Use the interview form, Appendix 3.

6. Introduce the term entrepreneur. Have students investigate success stories of persons who started the well-known fast food industries. For example, Frank L. Carney, founder of the first Pizza Hut, was only 19 years old when he founded the first Pizza Hut in 1958. At that time, he was a student at Wichita State University. He is now president of Pizza Hut International, a chain which numbers 2,123 huts, including Pizza Huts in 11 foreign countries. In 1975 he was president of the International Franchise Association; and, in 1974, he received their Silver Plate award in the Fast Service Restaurants category.[3]

7. Ask students to express opinions on how some fast food industries advertise. Have them sing some of the popular jingles: Ronald McDonald song, Finger-lickin Good song, the Have It Your Way song. Why is so much money invested in advertising? Mention the floats sponsored by McDonald's in the Orange Bowl Parade, the McDonald's national marching band, etc.

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[3] Hesston Record, February 19, 1976.

ACTIVITIES SUMMARY

EXPLORING CAREER CLUSTERS SECTION

EXPLORING THE HEALTH CLUSTER

Objective Code: IIC

I. Students explore the following Project Discovery Packages and work the accompanying matching exercises and word searches:

PRELIMINARY HEALTH EXPLORATION PACKAGE (Page 169)
BIOLOGICAL SCIENCES PACKAGE (Page 175)
DENTAL CARE PACKAGE (Page 179)
MEDICAL EMERGENCY SERVICES PACKAGE (Page 183)
MEDICAL PATIENT CARE PACKAGE (Page 187)
MEDICAL RECORDS PACKAGE (Page 191)

II. Students explore this cluster through activities outlined in the following student activity:

MEDICAL SHOWS ON TELEVISION: Students prepare a script for a medical show -- portraying a variety of health occupations. (Page 195)

It is not the intent of this LEADER'S GUIDE to provide a packaged program of Career Exploration for all of the career clusters but rather to provide a structure within which a school may develop its own tailor-made concept of exploration. We encourage teachers in your school to develop their own mini-packages and teacher's guides to supplement these activities making use of available resources.

Student Handout

EXPLORING careers in the Health Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

EXPLORATION CONTRACT
FOR THE
PRELIMINARY HEALTH EXPLORATION
PROJECT DISCOVERY PACKAGE

EXPLORATION CONTRACT I

Instructions: Check the activities you want to explore. Discuss this with your teacher before beginning.

_____1. Obtain a Project Discovery Activity Completion Form from your teacher. Answer the questions on this form as you explore the Preliminary Health Exploration Package.
_____2. After exploring the activities in this package, hand in the Project Discovery Activity Completion Form to your teacher.
_____3. Work the Word Search and Matching Exercise related to this package.
_____4. Discuss EXPLORATION CONTRACT II with your teacher.

EXPLORATION CONTRACT II

Instructions: If you liked the activities in this package, you may want to explore other activities in this occupational cluster. Check the activities you want to explore that are listed below. Discuss this with your teacher before beginning.

_____1. Research a job related to this package using the Occupational Outlook Handbook or other resources available in your library. Fill out a Job Fact Sheet on this occupation, Appendix 2.
_____2. Explore from among the Mini-Packages in this cluster.
_____3. Participate in one or more of the activities listed in the following Teacher's Guide related to this cluster:
    _____Medical Shows on TV
_____4. Explore from among other Project Discovery packages in this cluster:
    _____Medical Patient Care _____Medical Emergency Services
    _____Dental Care _____Biological Sciences
    _____Medical Records

PRELIMINARY HEALTH EXPLORATION
PROJECT DISCOVERY PACKAGE
Matching Exercise

Words students will encounter. Use in vocabulary games or spelling games:

____ 1. Clinical laboratory results
____ 2. Blood platelet
____ 3. Monocyte
____ 4. Oral Hygiene
____ 5. Floss
____ 6. Stem
____ 7. Bulb
____ 8. Artery
____ 9. Radial Artery
____10. Pulse rhythm
____11. Ocular
____12. Body tube
____13. Asepsis
____14. Surgical asepsis
____15. Medical asepsis
____16. Microorganism
____17. Fine adjustment
____18. Coarse adjustment
____19. Stage
____20. Objective
____21. Arm
____22. Eosinophil
____23. Leukocytes
____24. Erythrocytes
____25. Basophil
____26. Lymphocyte
____27. Monocyte
____28. Blood platelet
____29. Oral hygiene
____30. Stab

a. minute living bodies that cannot be seen by the naked eye. They are spread by animal sources, air, contact infections, food, insects and human carriers
b. germ-free
c. reducing the number and the spread of germs from one person to another or one place to another
d. making and keeping objects and areas free from germs; keeping objects and areas sterile
e. free from living microorganisms
f. tongs to pick up equipment, materials, etc.
g. the long, thin portion of the thermometer
h. the stubby end of the thermometer that is placed in the patient's mouth
i. vessel carrying blood from the heart to the tissues
j. the artery in the wrists opposite the base of the thumbs
k. the timing between pulse beats
l. the eyepiece of the microscope
m. the part of the microscope through which light passes to the ocular
n. adjusting knob that focuses the object initially
o. adjusting knob that focuses the object more clearly
p. the magnifying part of the microscope
q. the firm, horseshoe-shaped foot on which the microscope rests
r. the structure which supports the magnifying and adjusting systems
s. the platform or shelf on which the object to be observed is placed
t. red blood cells

PRELIMINARY HEALTH EXPLORATION: Matching Exercise
Page 2

____31. Patient chart

____32. Technique

u. white blood cells

v. a type of white blood cell; the most numerous and most prominent white cells; has a lobulated nucleus (three to five lobes), contains numerous fine, dark granules white cell with large, red, bead-like granules seen in the cytoplasm (when stained); usually not many present

x. the least likely white cell to be seen; purple-blue, bead-like granules seen in the cytoplasm when stained

y. second to the neutrophil in number, the nucleus of this white is round or oval; the cytoplasm stains blue and is usually free from granules

z. the largest of the white cells; often confused with the lymphocyte; has a horseshoe-shaped or kidney-shaped nucleus that stains lavender; the cytoplasm stains a muddy blue

aa. a small body found in the blood; not a true cell; functions as part of the blood clotting system - plugs around the opening of a wound and contains certain factors necessary for the formation of a blood clot

bb. term used for a young, immature neutrophil; have centers shaped like horseshoes

cc. health of the mouth; the science of health and its preservation as related to the mouth; the laws of health as applied to the mouth

dd. a waxed or unwaxed silk or nylon thread used to clean the spaces between the teeth

ee. method, procedure

ff. all information about a patient is gathered into one booklet or holder to form the patient's chart

PRELIMINARY HEALTH EXPLORATION: Matching Exercise
Page 3

gg. special form in the patient's chart on which the nurse records observations about the patient's condition and treatment. These notes are also an account of all routine care - such as baths and back rubs - which the patient receives while the nurse is on duty

hh. this graphic chart shows a running picture of the patient's vital signs - periodic taking of temperature, pulse, respiration, blood pressure, etc. The recording of this information on the chart is often done at the nursing station by a unit clerk

ii. this form summarizes the various laboratory tests administered to the patient

Key, Page 305

PRELIMINARY HEALTH EXPLORATION
PROJECT DISCOVERY PACKAGE
Word Search

M	T	R	A	D	I	A	L	A	R	T	E	R	Y	E	O	L	E	F
T	I	S	S	T	S	H	T	S	G	R	V	U	S	G	H	E	O	M
M	L	C	G	T	N	T	R	T	T	T	S	L	U	L	T	U	S	A
E	Y	A	R	R	D	B	E	V	U	K	U	C	C	R	R	K	I	S
D	M	N	Q	O	R	S	T	R	U	P	S	T	R	B	S	O	N	K
I	P	E	P	O	O	N	M	L	I	K	J	T	P	R	I	C	O	S
C	H	U	A	A	C	R	A	B	C	L	D	E	F	G	H	Y	P	C
I	O	T	G	D	U	S	G	S	S	T	E	V	G	T	H	T	H	I
N	C	R	E	D	L	U	V	A	O	C	T	O	R	S	S	E	I	S
E	Y	O	R	S	A	T	B	A	N	D	A	G	E	S	T	S	L	S
A	T	P	M	S	R	L	X	Y	Z	I	A	S	E	P	S	I	S	O
B	E	H	S	S	U	U	V	W	B	A	S	O	P	H	I	L	T	R
C	D	I	R	B	F	O	R	C	E	P	S	M	U	F	L	O	S	S
E	F	L	A	B	O	R	A	T	O	R	Y	V	S	T	S	A	R	M
H	Y	G	I	E	N	E	X	S	T	T	B	C	L	I	N	I	C	D

Word Search

Medicine
Lymphocyte
Neutrophil
Ocular
Leukocytes
Eosinophil
Mask
Scissors

Pulse
Sterile
Micro-organisms
Radial artery
Asepsis
TPR
Basophil

Forceps
Floss
Germs
Laboratory
Arm
Bandages
Hygiene
Clinic

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Student Handout

EXPLORING careers in the Health Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

EXPLORATION CONTRACT FOR THE BIOLOGICAL SCIENCES PROJECT DISCOVERY PACKAGE

EXPLORATION CONTRACT I

Instructions: Check the activities you want to explore. Discuss this with your teacher before beginning.

_____1. Obtain a Project Discovery Activity Completion Form from your teacher. Answer the questions on this form as you explore the Biological Sciences Package.
_____2. After exploring the activities in this package, hand in the Project Discovery Activity Completion Form to your teacher.
_____3. Work the Word Search and Matching Exercise related to this package.
_____4. Discuss EXPLORATION CONTRACT II with your teacher.

EXPLORATION CONTRACT II

Instructions: If you liked the activities in this package, you may want to explore other activities in this occupational cluster. Check the activities you want to explore that are listed below. Discuss this with your teacher before beginning.

_____1. Research a job related to this package using the Occupational Outlook Handbook or other resources available in your library. Fill out a Job Fact Sheet on this occupation, Appendix 2.
_____2. Explore from among the Mini-Packages in this cluster.
_____3. Participate in one or more of the activities listed in the following Teacher's Guides related to this cluster:
    _____Medical Shows on TV
_____4. Explore from among other Project Discovery packages in this cluster:
    _____Dental Care _____Medical Patient Care
    _____Medical Records _____Preliminary Health
    _____Medical Emergency

BIOLOGICAL SCIENCE AND TECHNOLOGY
PROJECT DISCOVERY PACKAGE
Matching Exercise

Words students will encounter. Use in vocabulary games or spelling games:

____ 1. Metric System

____ 2. Meter

____ 3. Gram

____ 4. Liter

____ 5. Deci-

____ 6. Centi-

____ 7. Milli-

____ 8. Reagent

____ 9. Transferring

____10. Triple-beam Balance

____11. Weighing Vessel

____12. Quantitative Transfer

____13. Saline Solution

____14. Plaque

____15. Wet Mount

____16. Oral Streptococci, Actinomyces, Staphylococci, Bacilli

____17. Epithelial Cells

____18. pH

____19. Specific Gravity

____20. Urinometer

____21. Combistix

____22. Inoculum

a. unit of volume used in the metric system

b. unit to measure weight in metric system

c. unit of measurement for length and distance in the metric system

d. prefix standing for 10

e. prefix standing for 100

f. prefix standing for 1000

g. the moving from one place to another-in this case, the moving of a liquid from one container to another

h. system of measurement based on the meter as the unit of measurement; the gram as the unit of weight; and the liter as the unit of volume

i. a substance involved in a chemical reaction; a substance used to detect the presence of another substance

j. a method of preparing a slide for observation - involves adding water to the specimen and placing a cover glass over it

k. serum containing the anti-A antibody

l. serum containing the anti-B antibody

m. a symbol used to express the degree of acidity or alkalinity of a solution. This may be determined electrically by a meter or by color with the use of indicators

n. the materials that form on the surface of the teeth

o. transferring the entire amount of measured substance from one vessel to another to be diluted

p. rapid killing of a substance so its normal living form is preserved

q. a shallow dish with cover, used to hold solid media for culturing bacteria, made of plastic or glass

BIOLOGICAL SCIENCE AND TECHNOLOGY: **Matching Exercise**
Page 2

____23. Inoculating Loop or Needle
____24. Agar Media
____25. Streaking
____26. Petri Dish
____27. Fix
____28. Stain
____29. Anti-A Serum
____30. Anti-B Serum
____31. Hemacytometer
____32. Smear

r. material obtained from the infected matter spread over solid culture media
s. apparatus for weighing purposes; has three beams with each beam having a different weighing scale
t. the container in which a substance is weighed
u. a solution of sodium chloride and distilled water; normal solution consists of 0.85% salt solution
v. types of micro-organisms often found in the oral cavity
w. cells forming the epidermin (outer layer) of the skin and the surface layer of mucous membranes
x. the container used to measure specific gravity; consists of a hydrometer (float) and a cylinder
y. the weight of a substance compared with an equal volume of water. Water is represented by 1.000
z. a commercial indicator system; consists of reagent strips used to indicate pH, glucose, and protein in urine
aa. a substance to be cultured
bb. laboratory tool used to streak culture medium plates with inoculum
cc. substance used for the cultivation of microorganisms
dd. a procedure used to spread material across the surface of the hardened medium contained within a Petri dish; useful as a means of isolating individual colonies originating from a single bacterial cell
ee. a pigment of dye used in coloring microscopic objects and tissues so its component parts may be more visible under a microscope; to apply pigment to a tissue or microscopic object
ff. blood counting chamber used in the hematology laboratory

Key, Page 306

BIOLOGICAL SCIENCE AND TECHNOLOGY
PROJECT DISCOVERY PACKAGE
Word Search

G	S	B	D	T	S	C	L	C	L	I	N	I	C	G	I	I
R	X	E	S	S	W	E	A	B	S	A	L	I	N	E	N	C
A	I	P	R	R	A	L	B	D	R	U	G	I	E	A	O	C
M	N	I	B	U	B	L	S	M	E	A	R	S	E	G	C	O
L	O	T	D	R	M	S	D	P	S	R	S	D	D	A	U	C
E	C	H	D	E	S	A	L	T	E	B	E	B	L	R	L	O
N	U	E	O	T	V	E	T	F	B	T	B	A	E	R	A	T
N	L	L	O	I	P	H	S	S	B	B	R	X	G	N	T	P
U	U	I	L	L	L	N	F	L	A	S	K	I	Q	E	E	E
F	M	A	B	M	A	C	O	M	B	I	S	T	I	X	N	R
L	B	L	A	R	Q	B	Q	S	C	A	L	E	B	B	C	T
P	B	R	T	D	U	R	I	N	O	M	E	T	E	R	D	S
N	G	B	D	D	E	B	A	C	I	L	L	I	U	N	I	T

Word Search

Unit
Drug
Liter
Gram
Transferring
Reagent
Streptococci
Plaque
PH
Urinometer
Smear

Inoculu[illegible]
Serum
Blood
Lab
Petri
Agar
Combistix
Epithelial
Cells
Needle

Inoculate
Salt
Bacilli
Swab
Scale
Clinic
Gram
Funnel
RN
LPN
Vet

Key, Page 310

Student Handout

EXPLORING careers in the Health Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

EXPLORATION CONTRACT
FOR THE
DENTAL CARE
PROJECT DISCOVERY PACKAGE

EXPLORATION CONTRACT I

Instructions: Check the activities you want to explore. Discuss this with your teacher before beginning.

_____1. Obtain a Project Discovery Activity Completion Form from your teacher. Answer the questions on this form as you explore the Dental Care Package.
_____2. After exploring the activities in this package, hand in the Project Discovery Activity Completion Form to your teacher.
_____3. Work the Word Search and Matching Exercise related to this package.
_____4. Discuss EXPLORATION CONTRACT II with your teacher.

EXPLORATION CONTRACT II

Instructions: If you liked the activities in this package, you may want to explore other activities in this occupational cluster. Check the activities you want to explore that are listed below. Discuss this with your teacher before beginning.

_____1. Research a job related to this package using the Occupational Outlook Handbook or other resources available in your library. Fill out a Job Fact Sheet on this occupation, Appendix 2.
_____2. Explore from among the Mini-Packages in this cluster.
_____3. Participate in one or more of the activities listed in the following Teacher's Guides related to this cluster:
    _____Medical Shows on TV
_____4. Explore from among other Project Discovery packages in this cluster:
    _____Biological Sciences
    _____Medical Emergency
    _____Medical Patient Care
    _____Medical Records
    _____Preliminary Health

DENTAL CARE AND SERVICES
PROJECT DISCOVERY PACKAGE
Matching Exercise

Words students will encounter. Use in vocabulary games or spelling games:

____ 1. Amalgam fillings

____ 2. Bridgework

____ 3. Denture impression

____ 4. Stainless steel crowns

____ 5. Recall

____ 6. Cast

____ 7. Cotton pliers

____ 8. Single end explorer

____ 9. Mouth mirror

____10. Scaler

____11. Periodontal probe

____12. Transfer forceps

____13. Prophyangle

____14. Prophylaxis

____15. Dappen dish

____16. Bib chain

a. the hardened material that forms a model of the patient's mouth

b. periodic appointments for the purpose of examination and cleaning of teeth

c. artificial crowns of teeth made to replace missing natural teeth

d. a hand instrument with a sharp, fine tine or tines, used when making an examination of the teeth; a probe

e. instrument for removing deposits from the surfaces of teeth

f. hand instrument used to examine the tissues surrounding the teeth

g. small mirror attached to a removable handle; used to reflect light and observe surfaces of the teeth

h. glass container used to contain substances needed for particular procedures, such as holding the paste used to clean the teeth

i. caps of stainless steel used to cover part of a tooth

j. the cleaning of teeth; the control of dental and oral disease by preventive measures

k. instrument attachment for power tool used in the cleaning of teeth

l. the clip and chain that secures the bib around patient's neck

m. the towel placed around the patient's neck for protection of clothing during dental procedures

n. instrument with two blades or limbs, controlled by handles

o. an alloy of silver and tin with mercury used for restoring teeth (filling teeth)

p. mold of jaw or its parts; impressions are usually made of plaster of Paris, wax mixtures, and other substances mixed with water

q. tweezer-like instrument used to handle cotton rolls

Key, Page 305

DENTAL CARE AND SERVICES
PROJECT DISCOVERY PACKAGE
Word Search

P	E	R	I	O	D	O	N	T	A	L	P	R	O	B	E
M	R	D	E	J	Q	Y	D	H	P	W	A	L	M	B	D
C	C	O	T	T	O	N	P	L	I	E	R	S	N	A	E
T	A	C	P	K	R	Z	E	I	Q	X	B	C	O	Z	G
T	O	O	T	H	P	A	S	T	E	Y	C	A	C	H	E
E	F	B	F	L	Y	A	F	J	R	Z	D	L	P	Y	H
B	G	A	G	M	S	A	G	K	S	A	T	E	E	T	H
B	I	B	C	H	A	I	N	L	T	C	E	R	Q	X	I
X	T	S	H	N	T	C	V	G	U	D	F	K	R	W	K
V	I	B	R	A	T	O	R	M	L	E	G	J	S	V	L
Z	S	T	I	O	U	D	A	P	P	E	N	D	I	S	H
O	R	A	L	P	V	W	X	D	G	F	H	I	T	U	M

Word Search

Dappen dish
Oral
Vibrator
Prophyangle
Periodontal probe
Cotton pliers
Teeth
Toothpaste
Bib chain

Key, Page 310

Student Handout

EXPLORING careers in the Health Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

EXPLORATION CONTRACT
FOR THE
MEDICAL EMERGENCY SERVICES
PROJECT DISCOVERY PACKAGE

EXPLORATION CONTRACT I

Instructions: Check the activities you want to explore. Discuss this with your teacher before beginning.

_____1. Obtain a Project Discovery Activity Completion Form from your teacher. Answer the questions on this form as you explore the Medical Emergency Services Package.
_____2. After exploring the activities in this package, hand in the Project Discovery Activity Completion Form to your teacher.
_____3. Work the Word Search and Matching Exercise related to this package.
_____4. Discuss EXPLORATION CONTRACT II with your teacher.

EXPLORATION CONTRACT II

Instructions: If you liked the activities in this package, you may want to explore other activities in this occupational cluster. Check the activities you want to explore that are listed below. Discuss this with your teacher before beginning.

_____1. Research a job related to this package using the Occupational Outlook Handbook or other resources available in your library. Fill out a Job Fact Sheet on this occupation, Appendix 2.
_____2. Explore from among the Mini-Packages in this cluster.
_____3. Participate in one or more of the activities listed in the following Teacher's Guide related to this cluster:
    _____Medical Shows on TV
_____4. Explore from among other Project Discovery packages in this cluster:
    _____Medical Patient Care _____Preliminary Health
    _____Dental Care _____Medical Records
    _____Biological Sciences

MEDICAL EMERGENCY SERVICES
PROJECT DISCOVERY PACKAGE
Matching Exercises

Words student will encounter. Use in vocabulary games or spelling games:

____ 1. bandage

____ 2. dressing

____ 3. circular, spiral
figure eight

____ 4. gauze roller bandage

____ 5. edema

____ 6. wound

____ 7. immobilized

____ 8. immobilization

____ 9. fracture

____10. dislocation

____11. resuscitation

a. reviving from apparent death or from unconsciousness

b. the displacement of any body part - especially the removal temporarily of a bone from its normal position in a joint

c. a bone in which the continuity has been broken

d. to make a part of the body unable to move

e. strips of sterilized cotton gauze in tight rolls

f. the material that is placed directly over a wound

g. types or methods of bandaging

h. made not to move

i. swelling

j. a piece of material used to hold dressings or splints in place; to give support or apply pressure

k. a break in the skin

Key, Page 305

MEDICAL EMERGENCY SERVICES
PROJECT DISCOVERY PACKAGE
Word Search

B	A	C	C	I	D	E	N	T	A	J	R	V	F
A	A	M	B	U	L	A	N	C	E	K	T	S	R
B	B	N	U	R	S	E	S	A	I	D	E	T	A
D	C	E	D	E	M	A	Y	Z	B	L	S	R	C
F	D	C	S	A	F	E	T	Y	P	I	N	S	T
H	E	M	E	R	G	E	N	C	Y	M	U	C	U
T	H	K	S	P	L	I	N	T	D	N	V	A	R
M	I	L	N	Q	S	V	N	H	I	P	X	Y	E
A	J	M	P	R	U	W	X	G	A	U	Z	E	F
R	E	S	U	S	C	I	T	A	T	I	O	N	G

Word Search

Bandaging
Ambulance
Fracture
Nurses Aide
Edema
Safety Pins
Emergency
Splint
Gauze
Resuscitation
Accident

Key, Page 313

Student Handout

EXPLORING careers in the Health Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

EXPLORATION CONTRACT
FOR THE
MEDICAL PATIENT CARE
PROJECT DISCOVERY PACKAGE

EXPLORATION CONTRACT I

Instructions: Check the activities you want to explore. Discuss this with your teacher before beginning.

_____1. Obtain a Project Discovery Activity Completion Form from your teacher. Answer the questions on this form as you explore the Medical Patient Care Package.
_____2. After exploring the activities in this package, hand in the Project Discovery Activity Completion Form to your teacher.
_____3. Work the Word Search and Matching Exercise related to this package.
_____4. Discuss EXPLORATION CONTRACT II with your teacher.

EXPLORATION CONTRACT II

Instructions: If you liked the activities in this package, you may want to explore other activities in this occupational cluster. Check the activities you want to explore that are listed below. Discuss this with your teacher before beginning.

_____1. Research a job related to this package using the Occupational Outlook Handbook or other resources available in your library. Fill out a Job Fact Sheet on this occupation, Appendix 2.
_____2. Explore from among the Mini-Packages in this cluster.
_____3. Participate in one or more of the activities listed in the following Teacher's Guide related to this cluster:
    _____Medical Shows on TV
_____4. Explore from among other Project Discovery packages in this cluster:
    _____Medical Emergency Services _____Preliminary Health
    _____Biological Sciences _____Medical Records
    _____Dental Care

MEDICAL PATIENT CARE
PROJECT DISCOVERY PACKAGE
Matching Exercise

Words students will encounter. Use in vocabulary games or spelling games:

____ 1. Diastolic Pressure
____ 2. Dilate
____ 3. Mitered Corner
____ 4. Intravenous Feeding
____ 5. Wangensteen Drainage
____ 6. Blood Pressure
____ 7. Brachial Artery
____ 8. Anticubital Space
____ 9. Abscess
____10. Toxin
____11. Sphygmomanometer
____12. Stethoscope
____13. Systolic Pressure
____14. Respiration
____15. Disinfectant
____16. Metric System
____17. Fahrenheit
____18. Centigrade
____19. Extension
____20. Rotation
____21. Intake
____22. Output
____23. Emesis

a. symbols used to represent temperature, pulse and respiration; also referred to as the vital signs
b. the process that brings oxygen into the body and gets rid of carbon dioxide waste
c. a chemical that kills bacteria
d. system based upon the meter as the unit of weight; and the liter as the unit of volume
e. temperature scale used at present in the United States; developed by German physicist, Gabriel D. Fahrenheit
f. pertaining to a thermometer divided into 100 degrees with 0 degrees representing the freezing point and 100 degrees the boiling point
g. exercises done for a patient to gradually increase the amount of movement of a body part
h. a stretching or lengthening
i. the act of bending; a bending upon itself, as a muscle
j. turning in a circular motion
k. the fluids or liquids a person takes into his system
l. the fluids that are eliminated by the body
m. a metric measurement of volume; a cube shaped space with each edge of the cube being one centimeter long
n. vomit
o. the liquid that is suctioned from the stomach or intestine
p. nutrition that is put into the body through a vein
q. the specific method used to tuck in the corners of the bed sheet
r. enlarge, stretch, increase
s. poisonous substance
t. a collection of pus in any part of the body

Key, Page 305

MEDICAL PATIENT CARE: Matching Exercise
Page 2

____24. Cubic Centimeter

____25. Range of Motion Exercise

____26. TPR

Key, Page 305

u. the inside of the elbow
v. the main artery of the arm; located on the inside of the arm
w. the amount of pressure forced on the walls of the arteries by the heart
x. the apparatus used to take the blood pressure
y. the instrument used to convey the sounds produced by the body to the ear
z. the greatest force exerted by the heart and the highest degree of resistance put forth by the artery walls
aa. the point of least pressure in the artery system

MEDICAL PATIENT CARE
PROJECT DISCOVERY PACKAGE
Word Search

T	P	R	B	D	F	A	B	C	E	S	S	G	P	R	F	D
A	E	M	E	S	I	S	B	G	H	T	O	X	I	N	A	I
S	T	M	D	D	I	A	S	T	O	L	I	C	C	D	I	S
P	S	E	P	A	R	S	T	U	V	A	B	C	H	T	N	I
H	T	R	C	E	N	T	I	G	R	A	D	E	I	J	T	N
Y	E	F	W	B	R	A	Y	Z	M	O	P	Q	K	L	R	F
G	T	S	X	B	F	A	H	R	E	N	H	E	I	T	A	E
M	H	G	C	C	E	D	T	S	E	V	F	R	G	H	V	C
O	O	T	F	G	D	K	R	U	S	T	B	S	S	T	E	T
M	S	H	G	R	H	P	Q	S	R	T	A	A	D	O	N	A
A	C	U	B	V	T	H	R	F	L	E	X	I	O	N	O	N
N	O	I	D	I	L	A	T	E	C	D	B	S	C	D	U	T
O	P	J	C	D	A	R	T	E	R	Y	R	Y	D	H	S	S
M	E	T	R	I	C	S	Y	S	T	E	M	S	P	S	T	B
E	K	Q	S	I	N	T	A	K	E	K	I	T	V	L	M	L
T	L	B	R	A	C	H	I	A	L	J	T	O	O	P	Q	O
E	M	P	A	B	D	E	F	G	H	I	E	L	S	D	T	O
R	N	O	P	D	O	C	T	O	R	S	R	I	T	U	V	D
N	U	R	S	E	O	U	T	P	U	T	E	C	C	A	R	E
H	O	S	P	I	T	A	L	T	T	R	D	S	T	B	E	D

Word Search

TPR
Abcess
Emesis
Toxin
Diastolic
Centigrade
Fahrenheit
Flexion
Dilate
Artery
Metric System
Brachial
Care
Blood
Disinfectant
Intravenous
Sphygmomanometer
Stethoscope
Temperature
Mitered
Intake
Output
Nurse
Doctor
Hospital

Key, Page 313

Student Handout

EXPLORING careers in the Health Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

EXPLORATION CONTRACT
FOR THE
MEDICAL RECORDS
PROJECT DISCOVERY PACKAGE

EXPLORATION CONTRACT I

Instructions: Check the activities you want to explore. Discuss this with your teacher before beginning.

_____1. Obtain a Project Discovery Activity Completion Form from your teacher. Answer the questions on this form as you explore the Medical Records Package.
_____2. After exploring the activities in this package, hand in the Project Discovery Activity Completion Form to your teacher.
_____3. Work the Word Search and Matching Exercise related to this package.
_____4. Discuss EXPLORATION CONTRACT II with your teacher.

EXPLORATION CONTRACT II

Instructions: If you liked the activities in this package, you may want to explore other activities in this occupational cluster. Check the activities you want to explore that are listed below. Discuss this with your teacher before beginning.

_____1. Research a job related to this package using the Occupational Outlook Handbook or other resources available in your library. Fill out a Job Fact Sheet on this occupation, Appendix 2.
_____2. Explore from among the Mini-Packages in this cluster.
_____3. Participate in one or more of the activities listed in the following Teacher's Guides related to this cluster:
    _____Medical Shows on TV
_____4. Explore from among other Project Discovery packages in this cluster:
    _____Medical Patient Care _____Preliminary Health
    _____Dental Care _____Medical Emergency Services
    _____Biological Sciences

MEDICAL RECORDS
PROJECT DISCOVERY PACKAGE
Matching Exercise

Words students will encounter. Use in vocabulary games or spelling games:

____ 1. filing
____ 2. alphabetically
____ 3. transpose
____ 4. indexing
____ 5. surname
____ 6. article
____ 7. sequence
____ 8. primary guides
____ 9. chronological (ly)
____10. word root
____11. word building
____12. suffix
____13. prefix
____14. megalo
____15. acro
____16. cardio
____17. dermato
____18. patient chart
____19. Nurses' Notes
____20. Graphic Nurses' Notes
____21. Clinical Laboratory Results
____22. Lab slips

a. the request forms for lab tests that come back to the unit with results
b. graphic chart giving a running picture of the patient's vital signs - periodic taking of temperature, pulse, respiration, blood pressure
c. a special form in the patient's chart on which the nurse records observations about the patient's condition and treatment
d. the booklet or folder into which all information about a patient is gathered
e. referring to the heart
f. referring to the extremities
g. the word part that goes before a word root
h. the ending that follows a word root
i. of, relating to, arranged in or according to the order of time
j. main classifications, such as "churches," "parks," "schools," used in filing by subject
k. last name
l. dividing a name into filing units and arranging them in proper filing sequence
m. to change the order of
n. in the sequence of the letters of the alphabet
o. arranging the documents of a business in a neat and logical order, so they can be found easily with the least time and effort
p. (in this case) any of a set of words (a, an, or the) used with nouns to limit or give definiteness to the application
q. a particular arrangement; a continuity of progression
r. the foundation or basic part of a word

Key, Page 305

MEDICAL RECORDS: Matching Exercise
Page 2

s. putting words together from their parts
t. enlarged or large
u. referring to the skin
v. a summary of the various laboratory tests administered to the patient

Key, Page 305

MEDICAL RECORDS
PROJECT DISCOVERY PACKAGE
Word Search

F	O	R	M	E	G	A	L	O	C	C	U	P	A	T	I	O	N	N
L	I	N	T	A	K	E	A	Z	D	L	X	A	R	Y	S	I	S	E
I	N	L	Z	S	B	B	B	R	E	I	R	P	O	P	B	Z	S	A
B	S	D	I	S	Z	X	O	C	N	N	A	E	O	E	T	B	B	T
R	U	I	X	N	X	W	R	A	T	I	Y	R	T	N	B	D	D	X
A	R	N	I	U	G	G	A	R	A	C	Z	D	E	R	M	A	T	O
R	A	D	F	R	Z	S	T	E	L	A	D	I	E	T	D	B	B	U
I	N	E	E	S	D	D	O	E	X	L	T	C	H	A	R	T	D	T
A	C	X	R	E	T	P	R	R	C	A	R	D	I	O	L	M	N	P
N	E	X	P	S	S	S	Y	X	P	M	E	D	I	C	I	N	E	U
T	E	R	M	I	N	O	L	O	G	Y	S	U	F	F	I	X	X	T

Word Search

Intake
Clinical
Diet
Patient
Filing
Cardio
Neat
Output
Dermato
Megalo

Insurance
Laboratory
Nurse
Terminology
Suffix
Prefix
Form
Chart
Word
Dental

TPR
Occupation
Type
Paper
Medicine
Career
Librarian
X-ray
Root
Index

Key, Page 314

Student Handout

EXPLORING careers in the Health Cluster

Activities: Taking part in a TV show simulation

Objective: To explore occupational clusters through simulation and observation experiences

MEDICAL SHOWS
ON
TELEVISION

Instructions: Divide into pairs to write a script for television. Your show will be a medical show. Usually TV dramas about medicine feature the doctor and nurse. However, there are many other medical jobs which don't receive as much publicity. These are also important jobs. You will be expected to include at least two of these jobs in your script. See the "Health Occupations" section, Job Bank, Appendix 1. As part of your assignment you will be expected to incorporate some of the words on the matching exercises related to the Project Discovery Health Packages. Use at least 10 words from these matching exercises.

Guidelines: Before writing your script, fill in the chart on Page 2.

1. Plan a 10- or 15-minute script. A good plot centers around problems or conflicts. Yours will be a relatively short drama so focus on one problem confronting your main characters.
2. Make sure your characters either identify themselves as to profession or that someone else in the script does. Remember that this will be a dramatization. The audience will not have the benefit of a written script.
3. Include directions in the script on how a character says his/her lines, to whom, and if any physical movements are intended.
4. Give your Medical Show a name.

MEDICAL SHOWS ON TV
Page 2

Research Guide

Before writing your script for a TV show, select two health-related jobs you'd like to know more about (choose one job other than that of doctor or nurse) and fill in the chart below.

(Ask your teacher where to find information)
2 Jobs That Are Health-Related

	1. ______________	2. ______________
1. What are the job responsibilities?		
2. How much training is required? What kind?		
3. In what setting would this person work? (inside, outside? office? shop? etc.) In what size city would a person in this occupation live?		
4. What are the chances for advancement in this job?		
5. Name at least one advantage to this type work.		
6. Name at least one disadvantage to this type work.		
7. Does this sound like a job you would enjoy? Explain reasons for your answer.		

ACTIVITIES SUMMARY

EXPLORING CAREER CLUSTERS SECTION

EXPLORING THE TRANSPORTATION CLUSTER

Objective Code: IIC

I. Students explore the AUTO BODY REPAIR Project Discovery Package and work the accompanying matching exercise and word search. (Page 199)

II. Students try out work-related tasks by exploring the following Mini-Packages:

AIR TRANSPORTATION MINI-PACKAGE (Page 203)
AIRLINE STEWARD/STEWARDESS MINI-PACKAGE (Page 205)
BICYCLE REPAIR MINI-PACKAGE (Page 207)
MAXI-TAXI SERVICE DISPATCHER MINI-PACKAGE (Page 211)

It is not the intent of this LEADER'S GUIDE to provide a packaged program of Career Exploration for all of the career clusters but rather to provide a structure within which a school may develop its own tailor-made concept of exploration. We encourage teachers in your school to develop their own mini-packages and teacher's guides to supplement these activities making use of available resources.

EXPLORING careers in the Transportation Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

EXPLORATION CONTRACT
FOR THE
AUTO BODY REPAIR
PROJECT DISCOVERY PACKAGE

EXPLORATION CONTRACT I

Instructions: Check the activities you want to explore. Discuss this with your teacher before beginning.

_____1. Obtain a Project Discovery Activity Completion Form from your teacher. Answer the questions on this form as you explore the Auto Body Repair Package.

_____2. After exploring the activities in this package, hand in the Project Discovery Activity Completion Form to your teacher.

_____3. Work the Word Search and Matching Exercise related to this package.

_____4. Discuss EXPLORATION CONTRACT II with your teacher.

EXPLORATION CONTRACT II

Instructions: If you liked the activities in this package, you may want to explore other activities in this occupational cluster. Check the activities you want to explore that are listed below. Discuss this with your teacher before beginning.

_____1. Research a job related to this package using the Occupational Outlook Handbook or other resources available in your library. Fill out a Job Fact Sheet on this occupation, Appendix 2.

_____2. Explore from among the Mini-Packages in this cluster.

AUTO BODY REPAIR
PROJECT DISCOVERY PACKAGE
Matching Exercise

Words students will encounter. Use in vocabulary games or spelling games:

____1. Dolly Block

____2. Dinging Hammer

____3. Putty

____4. Feather Edge

____5. Plastic Filler

____6. Solvent

____7. Primer

____8. Rubbing Compound

____9. Oxidation

a. basically an anvil; held on one side of the dented sheet metal while the other side of the dent is struck with the dinging hammer

b. combination of oxygen from the air with the paint film. The surface powder of a paint film, that takes place in the aging of the film, is also a form

c. an abrasive used to smooth and polish the paint film

d. a liquid capable of dissolving a material

e. a coating applied in preparation for the paint

f. special compound used to fill dents and cracks in automobile panels

g. a heavy-body material used to fill flaws

h. to taper sand a damaged area and the paint around it

i. used to remove dents from sheet metal; may have a round or square face, flat or slight crown

Key, Page 306

AUTO BODY REPAIR
PROJECT DISCOVERY PACKAGE
Word Search

D	I	N	G	I	N	G	H	A	M	M	E	R	R	X	T	S
E	O	X	S	U	R	F	O	R	M	Z	X	T	A	C	W	T
N	D	L	R	U	B	B	I	N	G	T	R	S	G	O	O	R
T	E	A	L	C	A	T	A	L	Y	S	T	V	S	A	R	I
S	N	I	X	Y	E	D	G	E	A	N	V	I	L	T	K	K
X	T	R	Z	Z	B	U	T	A	N	E	T	O	R	C	H	E
P	A	I	N	T	S	L	R	U	N	P	M	A	S	K	X	R
F	I	L	L	E	R	T	O	O	L	S	U	F	I	L	L	S
P	S	S	M	O	O	T	H	C	X	Y	Z	T	F	L	A	W
L	D	D	K	N	I	F	E	S	K	X	T	D	T	T	R	R
A	C	R	A	C	K	S	A	U	T	O	B	O	D	Y	D	D
N	X	S	A	N	D	P	A	P	E	R	Z	M	E	T	A	L
E	A	R	E	A	D	O	X	I	D	A	T	I	O	N	S	S

Word Search

Knife
Run
Fill
Oxidation
Flaw
Anvil
Plane
Rubbing

Paints
Dolly Block
Butane Torch
Dinging Hammer
Dents
Putty
Auto Body
Strikers

Sandpaper
Surform
Mask
Dent
Filler
Catalyst
Rags
Area

Edge
Air
Tools
Cracks
Coat
Smooth
Metal
Work

Key, Page 309

Student Handout

EXPLORING careers in the Transportation Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

THE
AIR TRANSPORTATION
MINI-PACKAGE

Do you hope to fly a plane? Then be sure to study the fundamentals of science. Get to know the great underlying physical principles which make aircraft possible.

1. Blow air into two balloons. Close their nozzles with paper clips and hang them on the crossarm of a balance so that they are in balance. Then see what happens when you pull one clip halfway off. As air escapes, the opened balloon gets lighter and rises which shows that air must have weight.

2. Compare the shape of an airplane wing to the shape of the bottom of a speedboat. It is slanted so that as it moves forward it presses down on the air molecules and is deflected upward.

3. Hold a piece of notebook paper so that it hangs downward. Blow against the underside and the paper "wing" will be deflected upward. In this test the air moved against the wing instead of the wing against the air. The moving air creates a high pressure as it strikes the paper. A kite remains aloft in this way. The wind creates a high pressure against the broad surface of the kite and pushes it up and back.

4. Blow up a balloon. Let it go. It will fly across the room because of jet power.

This activity was developed using the following resource: William P. Gottlieb, Aircraft and How They Work (Garden City, New York: Garden City Books, 1960).

5. Put a fan on a small wagon whose wheels move easily. Put the wagon on a smooth surface. Then start the fan. Because of the deflection and pressure differences, the spinning blades will pull the wagon much as a propeller pulls a plane.

6. Hold a large stiff piece of cardboard at a low angle and race along with it on a bicycle. You will feel that cardboard being pushed upward as it hits air molecules. Increase the angle. The cardboard hits more air, so you'll feel greater lift. And even greater drag. If the angle is too great you'll feel mostly drag. When the angle of attack is increased, a wing (like the cardboard) (the one you are holding as you ride) gets more lift and the plane rises. Because of its original forward momentum, it starts climbing fast--just as a bicyclist would start climbing a hill fast if he approached it with enough speed. Soon this momentum is lost. The plane slows down just as the hill-climbing bicyclist would slow down when his original momentum is gone.

7. When the plane or bicycle slows down, its lift decreases and the plane slowly descends. Thrust would have to be increased just as the bicyclist would have to increase the push of his legs to continue up the hill.

Student Handout

EXPLORING careers in the Transportation Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

THE
AIRLINE STEWARD/STEWARDESS
MINI-PACKAGE*

1. Welcome passengers aboard your flight.
2. Demonstrate oxygen equipment. (Obtain information on how to demonstrate oxygen equipment).
3. Serve passengers coffee or soft drinks.
4. Explain to the passengers that the heater on your warming oven is broken and they will have to wait for dinner.
5. How would you handle the following situations?
    a. A patient gets ill during flight. He has an upset stomach.
    b. There is severe turbulence. Many passengers are frightened.
    c. A passenger faints.
    d. A baby keeps crying and is irritating other passengers.

---

*The idea for this activity came from a career-related unit, developed under a joint project between Minnesota State Department of Education and Independent School District 281, Robbinsdale Area Schools, Minneapolis, Minnesota, 55427.

Student Handout

EXPLORING careers in the Transportation Cluster

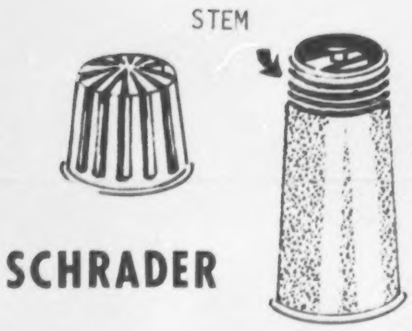
Activities: Trying out work-related tasks

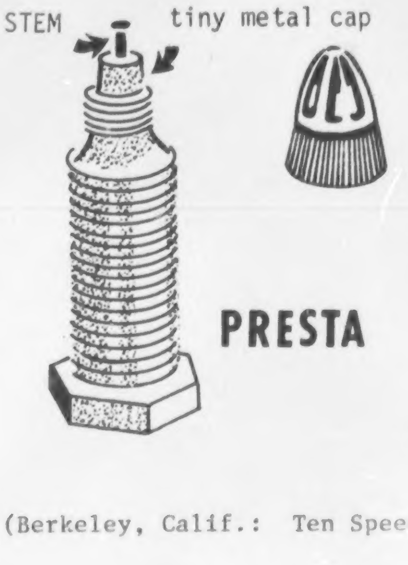
Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

THE
BICYCLE REPAIR
MINI-PACKAGE

1. Find an old bicycle to work on. Tools and materials that would be of help in the bicycle repair mini-package would be: 6-inch crescent wrench (adjustable wrench), a screw driver (tip ¼ inch wide and shank 4 to 5 inches long), bicycle cable clipper, tire patch kit, tire pump, and light machine oil.[1]

2. Determine what kind of tire your bicycle has. There are two types:
(a) wire-ons (clinchers) which have separate inner tubes and
(b) tubulars which consist of a tire and tube in one unit
Sew-up tires have Presta valves and some wire-ons do too. Most of the wire-ons have Schrader valves similar to tire valves on cars.





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[1] Tom Cuthbertson, Anybody's Bike Book (Berkeley, Calif.: Ten Speed Press).

Fixing a Flat

What causes flats?
- a. slow leaks
- b. quick leaks
- c. blowouts

Assume your bicycle has a flat.

1. Check the valve first. Pump up the tire. Put water on your finger and place it lightly over the end of the valve. Do bubbles come through the water? If so, the valve is loose.

2. Remove the wheel from the bike. Use your bare hands. (Take all the air out of it). You are removing the rubber tire from the metal rim. *Hint* -- grasp the tire on both sides. Press down toward the floor. This will force one bead up away from the rim. Work your way around the wheel in this manner, until one bead is outside the rim. If the tire is tight and you can't get the rubber over the rim use a "tire iron". Do *not* use a screwdriver or substitute. Watch out. Don't puncture the tube. Peel the tire from the rim. Have the tire half off on one side. Now pull the tube out except where it is held by the valve.

3. Pump up the tube until it swells to about 1½ times its size. Look for the leak and mark it. Deflate the tube and patch it with a tire patch kit. When patching:
    - a. be sure area is clean
    - b. when repair is complete, dust a bit of talcum over the patch so glue won't stick to the inner part of the tire.

4. Examine the tire casing carefully before reinserting the tube. Is it clean? Does it have any breaks?

5. Examine the rim. Be sure no loose spoke ends are visible.

6. Inflate the tube with about 10 lbs. of air after you have replaced it. Reinstall the tire on the rim. Check to see that the tire is in the rim correctly.

7. Inflate the tire to its proper pressure for a final time.

8. Replace the wheel on the bike.[2]

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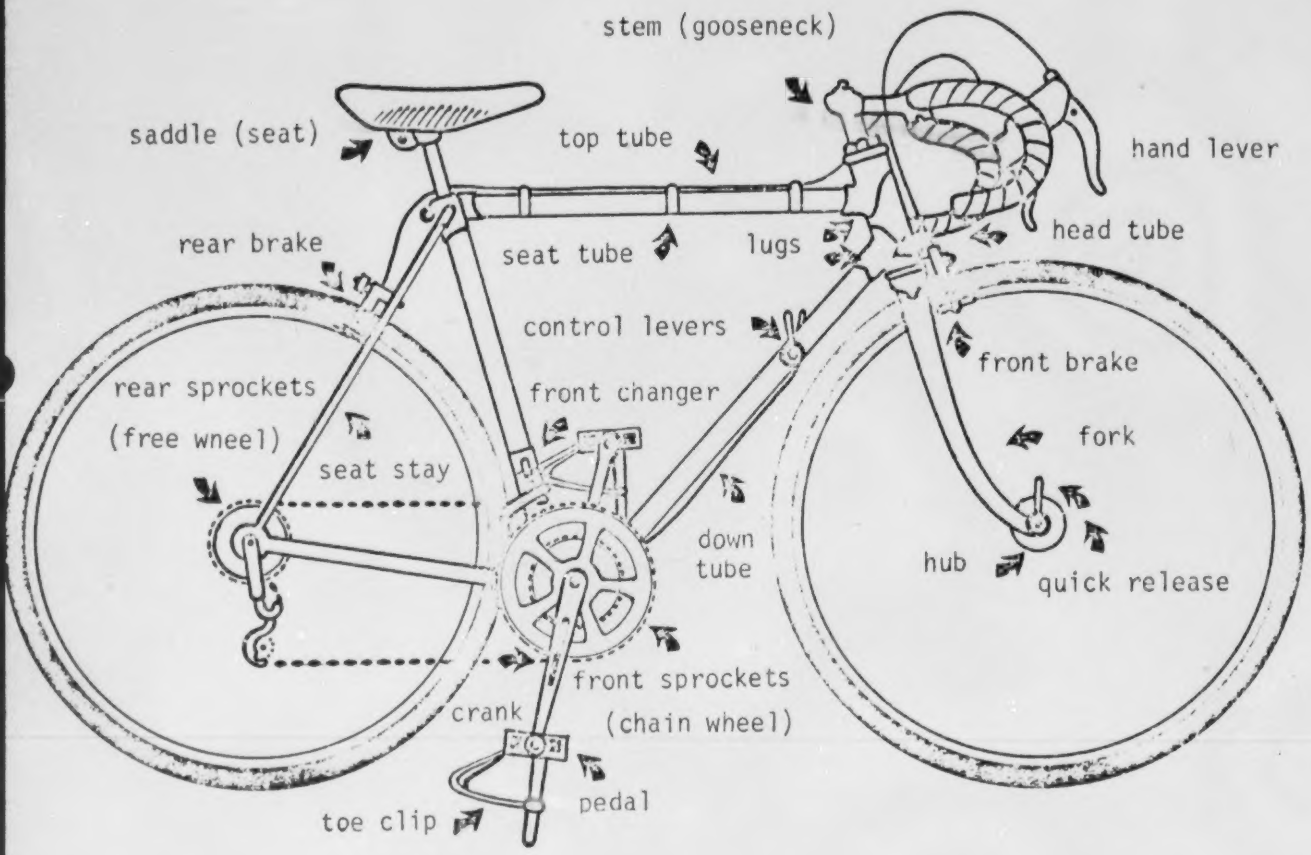
[2] Ross Olney, *Simple Bicycle Repair and Maintenance*. (Garden City, New York: Double Day, 1973).

4. You are a writer for a bicycle import shop. All the directions are written in Japanese. You are assigned the task of writing the directions for assembling a bicycle. Use the diagram below to help you. All of the parts are mailed to customers in a box. The customer assembles the bicycle using the directions you are to write. Use the diagram below to help you in writing your instructions.[3]


stem (gooseneck)
saddle (seat)
top tube
hand lever
rear brake
seat tube
lugs
head tube
control levers
front brake
rear sprockets
(free wheel)
front changer
fork
seat stay
down
tube
hub
quick release
front sprockets
(chain wheel)
crank
pedal
toe clip

---

[3] Tom Cuthbertson, Anybody's Bike Book (Berkeley, Calif.: Ten Speed Press).

Student Handout

EXPLORING careers in the Transportation Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

THE
MAXI-TAXI SERVICE DISPATCHER
MINI-PACKAGE

1. Get a map of Wichita, Topeka, or Kansas City. Set up a spot downtown for your taxi office. Mark it on the map.

2. When a call comes into your office, plan a route on the sheet that is the shortest possible route. Using the map scale, figure distances and charge $1.25 per mile. Operating costs on the vehicle average 25 cents per mile. The profit (your earnings) will be the total amount received less the operating cost.

3. As calls come in to your office, record the fare and operation cost on the form entitled Maxi-Taxi Service Form on the next page. Here are some samples of calls. Get a classmate to role play the calls if you like. Calculate distance traveled, fare, operation costs on the taxi, and your earnings:

   a. Receive a call from J. R. Tanner at the airport. Wants to go to an address in the extreme S.W. section of the map. Find the shortest route from the airport to this point.

   b. L. Samson is at an address in the S.W. section of the city near J. R. Tanner's address. You get a call to pick Samson up and take him to the downtown area. Calculate the shortest route to take.

   c. L. R. Smith calls from a hotel downtown. He wants to go to the airport.

   d. F. Jones calls from the airport and wants to go to an address in the S.E. section of the city.

   e. L. R. Johnson calls from an address in the S.E. section of the city and wants to go to the center of the downtown area.

   f. Make up your own calls and figure the costs and earnings on your taxi service.

Maxi-Taxi Service Form

Date and Time	No. of Miles	Fare @ $1.25 a Mile	Taxi Operation Cost @ 25¢/Mile	Earnings Before Salary and Other Expenses

ACTIVITIES SUMMARY

EXPLORING CAREER CLUSTERS SECTION

EXPLORING THE COMMUNICATIONS AND GRAPHIC ARTS CLUSTER

Objective Code: IIC

I. Students explore the following Project Discovery Packages and work the accompanying matching exercises and word searches:

ADVERTISING AND EDITORIAL DESIGN PACKAGE (Page 215)

SO YA WANNA BE AN ARTIST PACKAGE (Page 217)

II. Students try out work-related tasks by exploring the following Mini-Packages:

NEWS CARRIER MINI-PACKAGE (Page 221)

NEWSPAPER EDITOR MINI-PACKAGE (Page 223)

RADIO AND TELEVISION NEWSCASTER MINI-PACKAGE (Page 225)

III. Students explore this cluster through activities outlined in the following Teacher's Guides:

DISSATISFIED? READ THE CLASSIFIED: Students examine the classified section of the newspaper. (Page 227)

NOSE FOR NEWS: Students explore journalism careers using a variety of techniques: role playing, field trips, and writing. (Page 229)

NOSEY POLL SERVICE: Students simulate a marketing survey of the media using the following techniques: telephone interview, questionnaire by mail, and personal interview using a questionnaire. (Page 233)

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EXPLORING careers in the Communications
and Graphic Arts Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

EXPLORATION CONTRACT
FOR THE
ADVERTISING AND EDITORIAL DESIGN
PROJECT DISCOVERY PACKAGE

EXPLORATION CONTRACT I

Instructions: Check the activities you want to explore. Discuss this with your teacher before beginning.

_____1. Obtain a Project Discovery Activity Completion Form from your teacher. Answer the questions on this form as you explore the Advertising and Editorial Design Package.
_____2. After exploring the activities in this package, hand in the Project Discovery Activity Completion Form to your teacher.
_____3. Discuss EXPLORATION CONTRACT II with your teacher.

EXPLORATION CONTRACT I

Instructions: If you liked the activities in this package, you may want to explore other activities in this occupational cluster. Check the activities you want to explore that are listed below. Discuss this with your teacher before beginning.

_____1. Research a job related to this package using the Occupational Outlook Handbook or other resources available in your library. Fill out a Job Fact Sheet on this occupation, Appendix 2.
_____2. Explore from among the Mini-Packages in this cluster.
_____3. Participate in one or more of the activities listed in the following Teacher's Guides related to this cluster:
    _____Beautifying Occupations
    _____Nose for the News
    _____Nosey Poll Service
    _____Dissatisfied? Read the Classified
_____4. Explore the following Project Discovery package:
    _____So Ya Wanna Be An Artist

Student Handout

EXPLORING careers in the Communications
and Graphic Arts Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

EXPLORATION CONTRACT
FOR THE
SO YA WANNA BE AN ARTIST
PROJECT DISCOVERY PACKAGE

EXPLORATION CONTRACT I

Instructions: Check the activities you want to explore. Discuss this with your teacher before beginning.

_____1. Obtain a Project Discovery Activity Completion Form from your teacher. Answer the questions on this form as you explore the So Ya Wanna Be An Artist Package.
_____2. After exploring the activities in this package, hand in the Project Discovery Activity Completion Form to your teacher.
_____3. Work the Word Search and Matching Exercise related to this package.
_____4. Discuss EXPLORATION CONTRACT II with your teacher.

EXPLORATION CONTRACT II

Instructions: If you liked the activities in this package, you may want to explore other activities in this occupational cluster. Check the activities you want to explore that are listed below. Discuss this with your teacher before beginning.

_____1. Research a job related to this package using the Occupational Outlook Handbook or other resources available in your library. Fill out a Job Fact Sheet on this occupation, Appendix 2.
_____2. Explore from among the Mini-Packages in this cluster.
_____3. Participate in one or more of the activities listed in the following Teacher's Guides related to this cluster:
    _____Beautifying Occupations
    _____Nosey Poll Service
    _____Nose for the News
    _____Dissatisfied? Read the Classified
_____4. Explore the following Project Discovery Package: Advertising and Editorial Design

SO YA WANNA BE AN ARTIST
PROJECT DISCOVERY PACKAGE
Matching Exercise

Words students will encounter. Use in vocabulary games or spelling games:

____ 1. Logo

____ 2. Illustration

____ 3. Greeking

____ 4. Signature

____ 5. Body

____ 6. Heading

____ 7. Opaque Projector

____ 8. Stencil

____ 9. Layout

____10. Three-dimensional

a. of or relating to three dimensions or directions

b. a material such as paper, thin wax, or woven fabric, perforated with lettering or a design through which a substance such as ink, or paint, is forced onto a surface to be printed

c. an arrangement of facts and drawings that tell a story about a product - what it is, what it does, and how much it costs

d. a paragraph story of the product

e. a series of lines used to indicate or illustrate the body of an advertisement when preparing a rough layout

f. a drawing or photograph of the product

g. an identifying symbol or mark

h. ending the advertisement with the product's own logo or script

i. a short sentence or topic that catches the reader's eyes

j. a projector using reflected light for projecting an image of an opaque object on an opaque support

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SO YA WANNA BE AN ARTIST
PROJECT DISCOVERY PACKAGE
Word Search

T	H	R	E	E	D	I	M	E	N	S	I	O	N	A	L
P	R	S	E	P	E	N	C	I	L	S	D	O	V	D	A
R	T	A	R	T	R	G	O	V	L	D	R	A	W	V	Y
O	T	S	C	A	V	R	K	P	S	O	O	V	V	E	O
J	V	T	S	E	S	E	P	T	A	T	G	H	H	R	U
E	N	E	A	R	T	E	E	S	S	Q	H	O	H	T	T
C	J	N	A	A	U	K	N	V	K	G	U	L	T	I	X
T	K	C	A	Z	D	I	R	O	E	F	T	E	D	S	I
O	R	I	V	O	T	N	L	A	B	E	L	S	U	E	N
R	T	L	L	R	S	G	C	O	P	Y	U	V	X	Y	K
I	L	L	U	S	T	R	A	T	I	O	N	S	T	T	D

Word Search

Three-dimensional
Trace
Layout
Art
Draw
Logo
Greeking
Illustration
Opaque
Projector
Stencil
Advertise
Label
Copy
Razor
Pencil
Pen
Ink

Key, Page 317

Student Handout

EXPLORING careers in the Communications and Graphic Arts Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

THE
NEWS CARRIER
MINI-PACKAGE

You have 12 customers on your paper route so far. Each month you pay the newspaper office $1.61 per customer. You charge your customers $2.20 each month. In addition to your profit, you can make more money in two different ways. The newspaper offers you a 2% discount on your cost if you pay your bill by the 10th of the month, plus the newspaper offers $1.00 for each insert in the paper (long ads). In this particular month there were 4 inserts and you paid your bill by the 10th. How much money would you make?

How else could you increase your income from this paper route?

Interview a news carrier. What kinds of records does he/she keep? How would this person increase his/her income on a paper route? What are his/her working hours? Develop other questions to ask this worker.

Key, Page 307

Student Handout

EXPLORING careers in the Communications
and Graphic Arts Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

THE
NEWSPAPER EDITOR
MINI-PACKAGE

1. Do the worksheet Comparing Content In Newspapers in the Nose for News activity.

2. Choose 2 or 3 other people to work with you on this activity. You are editors of the Wall Street Journal, The Christian Science Monitor, The National Enquirer, The New York Times, and your local daily newspaper.

   Three rather important news stories break in one day.

   a. The President of the United States announced that he will not run for a second term in office.
   b. A local woman went on a shooting spree downtown, killing 4 people, including 1 child.
   c. Quintuplets were born to a local woman at a local hospital.

3. Discuss with your group whether any of the stories would be on the front page of your paper, whether there would be pictures, which stories would not be included, and which stories would be played down. Give reasons for your decisions.

4. You are editor of a newspaper in a medium-size midwestern town. You just received a tip that a well-known national news announcer will be in town on Thursday to visit an ailing relative. Contacting the newscaster's office you find that the tip was correct, but the office requests that the press not cover the brief stay, since the celebrity will be in town a short time and does not want to make matters worse for his cousin's family. You are almost certain what time the plane will be arriving at the airport Thursday. What would you do? Why?

5. You are an editor of a newspaper in a town of 40,000. The policy of your paper is to print the issuance of marriage licenses and divorce rulings. The wife of a prominent lawyer files for divorce prior to an election in which the lawyer is running for the U.S. Senate. They both ask you to keep the news out of the paper, at least until after the election. What would you do? Why?

Student Handout

EXPLORING careers in the Communications
and Graphic Arts Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

THE
RADIO AND TELEVISION NEWSCASTER
MINI-PACKAGE

Radio Announcer

1. Take a cassette tape recorder to a sports event. Report the game as if you were on the air. Listen to the tape. Analyze your voice. How did it sound? Would you like talking constantly into a microphone?

2. Listen to a professional sports announcer. How does your announcing differ? Is your voice monotone? Too high? Too low? Is your voice easy to understand?

Television Announcer

1. Visit a TV studio. Observe jobs performed and the actual setup for newscasting. Use these observations in simulating an actual news studio with props. Make a video-tape, if possible, or perform the news live before the class.

2. Pick an important event in history. Report this event on TV as if you were speaking to persons living at that time in history. Report either live or on video-tape.

3. Fill out a Job Fact Sheet, Appendix 2 on this occupation using available resources in your school library and community.

EXPLORING the newspaper

Activities: Investigating the classified section of the newspaper

Objective: To realize that school and work are interrelated

DISSATISFIED?
READ THE CLASSIFIED

1. Examine the classified section of the newspaper. Select three help-wanted section ads which you'd be interested in answering. Cut out the ads. Paste them on a sheet of paper. Beside each ad, explain why the job sounds appealing to you. Also, beside each ad, indicate whether the job involves people, data, or things, or a combination of all three.

2. After investigating the help-wanted section of the newspaper, write your own want ad. Describe a job you would like to apply for. Explain why you chose this job.

3. Examine the classified ad section of several newspapers and magazines. Collect advertisements which show a range of the type of appeals used to attract potential workers. (Refer to the Propagandize: Promote a Product activity in the Games and Fun Activities section.) Or keep a list of those aspects of jobs which are emphasized and "sold" by the ad writers (that is, status, potential advancement, glamour, money, opportunity to meet people, etc.)

4. Visit the classified ad department of a newspaper. Find out what workers do to set up an ad. Find out what ads cost. How important are classified advertisements to the newspaper's financial situation?

Teacher's Guide

EXPLORING careers in the Communications and Graphic Arts Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

NOSE FOR NEWS

1. Bring newspapers from home. Select a story from the paper and list as many jobs as you can find which are mentioned in the story. Report to the class your findings and list the occupations on the chalkboard.[1]

2. Collect feature stories from the newspaper which describe unusual occupations. Paste on notebook paper and explain why they are unusual and where such jobs are apt to be found.

3. Obtain blank newsprint. Collect articles about occupations from the newspaper. Paste up your own career newsletter. Or prepare a bulletin board with pictures of community workers collected from the local newspaper.[2]

4. Make a list of occupations involved in the writing, printing, and distributing of a newspaper. Develop an interview sheet. Have the students interview workers at the newspaper office. Have them write news stories about the jobs they observed. Use the Job Interview Questionnaire, Appendix 3, as a guide.

5. Write comic strips using existing characters or have the students invent their own characters. Have them put these characters in situations involving their jobs, families, hobbies, school, etc.

---

[1] Idea from Jan Preston, Teacher, Santa Fe Middle School, Newton, Kansas.

[2] Idea from Elda Bachman, Teacher, Santa Fe Middle School, Newton, Kansas.

Introduce the comic strip unit with the following:

Charlie Brown:	I think most of us take newspapers too much for granted. We do not really appreciate the miracle that is the modern daily newspaper. It's difficult to put into words just why one likes a newspaper.
Linus:	I like a newspaper because you don't have to dial it.[3]

6. Have the students write feature stories on part-time jobs available to students in their own age group. Have the students interview students who have part-time jobs. Use the questions in the Job Fact Sheet, Appendix 2, as a guide. Refer to the Dissatisfied? Read the Classifieds activity in discussing the "Help Wanted" section of the newspaper.

7. Have the students write articles about getting involved in extra-curricular activities, going to the counselor for help in finding a part-time job, learning to relax and enjoy leisure time (try stressing activities which do not require much money), etc.

8. Have the students compose letters similar to the format for the Dear Abby column regarding the life career development of students in their own age group. Then have a committee answer these letters. Print them for discussion purposes.

9. Have the students participate in the Propagandize: Promote a Product activity in the Games and Fun Activities section.

10. Have the students compare content in newspapers. Use the chart on Page 3 of this activity entitled Comparing Content in Newspapers.

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[3] Charles Schulz, Let's Face It, Charlie Brown! (Greenwich, Conn.: Fawcett Crest, 1960).

Comparing Content in Newspapers

Obtain copies of the five newspapers listed in the chart below. Indicate which items you find in each paper, and which papers contain the most material on that particular item.

Items	Wall Street Journal	Local Daily	Christian Science Monitor	New York Times	National Enquirer
Advertising					
Sports					
Comics					
Stock Market Quotations					
Household Hints					
Recipes					
Personal Advice Column					
Syndicated columns					
Amusements Section					
TV Schedules					
Classified Ads					
Health Column					
Pictures					
Weddings and Engagements					
Obituaries					

On a separate piece of paper list 3 front-page headlines from each of these papers for the same date. How are these newspapers alike? How do they differ?

EXPLORING careers in the Communications
and Graphic Arts Cluster and
the Marketing Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observations experiences

NOSEY POLL SERVICE

Is TV bad for us? No one can really answer that question. So far, there really hasn't been enough time to study the full impact of TV. . . We do know that the average American spends 26 hours in front of the TV each week (CBS research shows this). . .A poll taken several years ago showed that TV acts as babysitter, determines meal times, changes sleeping habits, and families who have more than one TV split up to watch their favorite shows. . .Studies also show that by age 14, a child has seen 18,000 human beings killed or beaten on TV. There are 7.29 brutal scenes on TV every hour, according to a recent survey.[1]

Below are some ideas for conducting your own TV survey:

1. Prepare a questionnaire to use in conducting a telephone survey to see how many TV sets are on at a given time, (maybe 5-7 in the evening), what show is being watched, and if the family is having dinner. Each member of the class should select a given number of friends or relatives to telephone that evening. After the survey, pool class results and figure what percentage of the people called were watching TV during the time set, and which shows were most popular. When the phone calls are made, keep track of the following:
    a. What time was the call made?
    b. What program or station was on?
    c. Was the family having dinner?

---

[1] "Do-It-Yourself Pro-Con: Boob Tube or Bright Light?" Senior Scholastic, April 10, 1974, pp. 7-13.

2. Keep track of how long your TV set at home is on each evening, how many hours per week, and how long you personally watched TV. Also, keep track of how many hours the family spent together at home without the TV on, and how long they spent talking to each other, reading, writing, etc.

3. Do a 4-6 week study of violence on TV. Divide groups so that each night will be covered by someone. View with an eye toward violence on both programming and commercials. Be specific in recording the time the violence occurred and what type violence. Discuss whether or not you think there is too much violence shown on TV.

4. Watch news shows on TV, keeping track of what events are covered in a given evening. Divide into groups so that each national news show is covered. Watch the news shows the same day. Record which news stories were covered on each station. Each member of the group will report back to the class. Try to obtain copies of different newspapers for that same day, also. Compare the news stories or news events covered on TV with those of the newspapers. Were any stories selected for TV because of dramatic appeal or because of particularly spectacular film?

5. Prepare a questionnaire to be used in a door-to-door survey of TV shows watched. Ask questions about what shows were watched in various time slots on a given day. Each member of the class can choose a friend or relative to interview. Keep in mind you'll need to remind those surveyed what shows were on the previous day or they might not remember what they watched. Ask the questions orally and mark down the viewer's answers. Keep in mind that the way the questions are asked and the number of choices will affect responses. The class should prepare one questionnaire to be used for all interviews.

6. Gallup's interview approach in advertising polls is to start with the purchase. For example: "What type of laundry soap do you use? Why did you buy that brand over another?" And so on. This technique is used instead of asking, "Did such-and-such a commercial cause you to buy Suds-A-Lot detergent?" Use Gallup's approach in developing a questionnaire. Each member of the class should select a given number of friends or relatives to interview using the questionnaire. Pool results and make a graph or chart of popular products.[2]

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[2] Joseph Tiffin and Ernest J. McCormick, Industrial Psychology Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965).

7. Conduct an interview by mail. Decide how many letters each person will address and then develop a questionnaire. Ask questions about what TV programs were viewed on a certain day and time. Ask that the questionnaires be returned by a certain date (allow a week). If you have done telephone and door-to-door interviews, compare the responses you got. Was it easier or more difficult to obtain responses in a mail interview? Explain.

8. Relate this activity to the following: VALUES PRESENTED IN THE MEDIA COMPARED WITH MY PERSONAL VALUES, filed in the "Exploring Values" section of EXPLORING SELF in this LEADER'S GUIDE.

ACTIVITIES SUMMARY

EXPLORING CAREER CLUSTERS SECTION

EXPLORING THE PERSONAL SERVICES CLUSTER

Objective Code: IIC

I. Students explore the following Project Discovery Packages and work the accompanying matching exercises and word searches:

HAIR STYLING AND CARE PACKAGE (Page 239)

SKIN AND NAIL CARE PACKAGE (Page 241)

Students relate math to the Project Discovery Packages explored in:

THE BARBER BUDGET BALANCES (Page 247)

THE BEAUTICIAN BUDGET BALANCES (Page 249)

II. Students try out work-related tasks by exploring the following Mini-Packages:

LAUNDRY WORKER MINI-PACKAGE (Page 251)

TRAVEL AGENT MINI-PACKAGE (Page 253)

III. Students explore this cluster through activities outlined in the following Teacher's Guide:

FUN JOBS: Students explore recreational and hospitality careers through job simulations, field trips, and interviews with workers in the leisure industry. (Page 255)

It is not the intent of this LEADER'S GUIDE to provide a packaged program of Career Exploration for all of the career clusters but rather to provide a structure within which a school may develop its own tailor-made concept of exploration. We encourage teachers in your school to develop their own mini-packages and teacher's guides to supplement these activities making use of available resources.

Student Handout

EXPLORING careers in the Personal Services Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

EXPLORATION CONTRACT
FOR THE
HAIR STYLING AND CARE
PROJECT DISCOVERY PACKAGE

EXPLORATION CONTRACT I

Instructions: Check the activities you want to explore. Discuss this with your teacher before beginning.

_____1. Obtain a Project Discovery Activity Completion Form from your teacher. Answer the questions on this form as you explore the Hair Styling and Care Package.
_____2. After exploring the activities in this package, hand in the Project Discovery Activity Completion Form to your teacher.
_____3. Work the Word Search related to this package.
_____4. Discuss EXPLORATION CONTRACT II with your teacher.

EXPLORATION CONTRACT II

Instructions: If you liked the activities in this package, you may want to explore other activities in this occupational cluster. Check the activities you want to explore that are listed below. Discuss this with your teacher before beginning.

_____1. Research a job related to this package using the Occupational Outlook Handbook or other resources available in your library. Fill out a Job Fact Sheet on this occupation, Appendix 2.
_____2. Explore from among the Mini-Packages in this cluster.
_____3. Participate in one or more of the activities listed in the following Teacher's Guides related to this cluster:
    _____Fun Jobs
_____4. Explore the following Project Discovery Package:
    _____Skin and Nail Care
_____5. Work the Barber Budget Balances student handout and the Beautician Budget Balances student handout.

Student Handout

EXPLORING careers in the Personal Services Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

EXPLORATION CONTRACT
FOR THE
SKIN AND NAIL CARE
PROJECT DISCOVERY PACKAGE

EXPLORATION CONTRACT I

Instructions: Check the activities you want to explore. Discuss this with your teacher before beginning.

_____1. Obtain a Project Discovery Activity Completion Form from your teacher. Answer the questions on this form as you explore the Skin and Nail Care Package.
_____2. After exploring the activities in this package, hand in the Project Discovery Activity Completion Form to your teacher.
_____3. Work the Word Search related to this package.
_____4. Discuss EXPLORATION CONTRACT II with your teacher.

EXPLORATION CONTRACT II

Instructions: If you liked the activities in this package, you may want to explore other activities in this occupational cluster. Check the activities you want to explore that are listed below. Discuss this with your teacher before beginning.

_____1. Research a job related to this package using the Occupational Outlook Handbook or other resources available in your library. Fill out a Job Fact Sheet on this occupation, Appendix 2.
_____2. Explore from among the Mini-Packages in this cluster.
_____3. Participate in one or more of the activities listed in the following Teacher's Guides related to this cluster:
    _____Fun Jobs
_____4. Explore the following Project Discovery Package:
    _____Hair Styling and Care
_____5. Work the Barber Budget Balances student handout and the Beautician Budget Balances student handout.

COSMETOLOGY
PROJECT DISCOVERY PACKAGES
Matching Exercise

Words students will encounter. Use in vocabulary games or spelling games:

____ 1. Patron
____ 2. Foundation
____ 3. Blusher
____ 4. Hypo-allergenic
____ 5. Dermatologist-tested
____ 6. Mascara
____ 7. Eye Shadow
____ 8. Eye Liner
____ 9. Massage
____10. Facial
____11. Skin Freshener
____12. Astringent
____13. Manicure
____14. Cuticle
____15. Cuticle Remover
____16. Emery Board
____17. Nail Enamel
____18. Nail Enamel Remover
____19. Free Edge
____20. Orangewood Stick
____21. Base Coat
____22. Buffer
____23. Texture
____24. Cosmetologist

a. lotion or medicine that causes contraction of the tissues; used as skin freshener, but on oily skin
b. the fold of epidermis around the nail
c. a solution of alkali, glycerine, and water used to soften and remove dead cuticle around the nail
d. polish
e. a disposable instrument having cutting ridges used to remove a portion of the free edge of the nail
f. the care of hands and nails
g. the part of the nail extending beyond the fingertip
h. acetone, a chemical compound used to remove nail enamel
i. a stick made of orangewood used in manicuring
j. a manicuring instrument which is used to add lustre on the nail when enamel is not to be applied
k. liquid applied to nails before nail enamel is applied
l. liquid used to tone facial skin and remove excess cleansing cream, oils, surface dirt, etc. Used on dry and normal skin types
m. the name used for the customer in the field of personal services
n. the make-up base
o. the cosmetic applied to the eyelashes
p. the cosmetic applied to the eyelid
q. the cosmetic applied to the eyelid just above the eyelashes
r. manipulation of the face or body by rubbing, kneading, etc., to increase circulation
s. pertaining to the face; also a short term for facial treatment

Key, Page 306

COSMETOLOGY: Matching Exercise
Page 2

t. substances tested by skin specialists to determine their effects on sensitive skin
u. a non-irritating cosmetic
v. coloring applied to the cheeks and, at times, other parts
w. the general quality of hair as to fine, medium, or coarse
x. one trained in the professional practice of improving beauty

Key, Page 306

HAIR STYLING
PROJECT DISCOVERY PACKAGE
Word Search

C	D	R	Y	E	R	Z	M	I	R	R	O	R	Y
C	O	M	B	A	F	R	O	C	A	P	E	S	B
D	B	S	H	A	M	P	O	O	X	Z	Y	E	E
A	H	H	M	D	S	T	Y	L	I	N	G	T	A
C	E	D	T	E	X	T	U	R	E	D	S	T	U
W	A	T	E	R	T	O	W	E	L	S	P	I	T
D	D	C	H	W	U	O	R	C	Z	S	R	N	I
H	C	X	U	O	O	I	L	Y	L	A	A	G	C
P	A	F	D	R	Y	S	T	O	T	I	Y	T	I
I	S	I	N	K	L	W	I	G	G	X	P	T	A
N	B	A	R	B	E	R	R	Z	T	I	Z	S	N
S	D	S	C	A	L	P	D	B	R	U	S	H	T
P	E	R	M	A	N	E	N	T	X	Q	Q	T	T

Word Search

Cosmetologist
Towels
Comb
Brush
Setting
Styling
Clips
Curl
Hair
Barber
Texture
Spray
Water
Shampoo
Beautician

Oily
Dry
Cape
Afro
Mirror
Scalp
Wig
Pins
Dryer
Permanent
Head
Work
Sink

Key, Page 312

SKIN AND NAIL CARE
PROJECT DISCOVERY PACKAGE
Word Search

M	F	I	N	G	E	R	R	M	B	U	F	F	E	R	D	H
E	A	E	M	E	R	Y	E	T	A	P	P	L	Y	I	E	G
N	C	S	F	S	S	B	M	B	D	S	W	A	B	S	R	M
A	I	C	C	I	T	B	O	A	L	E	S	O	A	P	M	A
M	A	L	B	A	L	B	V	B	B	U	F	A	G	H	A	N
E	L	E	A	T	R	E	E	C	L	A	S	H	G	J	T	I
L	D	A	B	S	T	A	R	W	O	R	K	H	Z	E	O	C
P	R	N	Y	H	B	A	S	E	C	O	A	T	E	K	L	U
H	Y	P	O	A	L	L	E	R	G	E	N	I	C	R	O	R
N	R	Q	I	D	P	O	O	I	L	Y	N	M	S	L	G	E
A	S	T	L	O	X	Y	L	I	N	E	R	A	K	B	I	C
I	V	U	W	W	C	U	T	I	C	L	E	Z	I	E	S	D
L	F	R	E	S	H	E	N	E	R	B	H	A	N	D	T	F
S	O	F	T	X	A	S	T	R	I	N	G	E	N	T	Z	Z

Word Search

Nails
Clean
Finger
Lash
Soft
Hand
Work
Swab
Soap
Mascara
File
Blusher

Skin
Massage
Hypo-allergenic
Liner
Dermatologist
Blusher
Shadow
Eye
Facial
Oily
Dry
Baby oil

Freshener
Manicure
Astringent
Cuticle
Remover
Emery
Base coat
Enamel
Buffer
Apply

Key, Page 316

Student Handout

EXPLORING careers in the Personal
Services Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through simulation experiences

THE BARBER BUDGET BALANCES

Bob and Mary investigated the profession of barbering. They found that training was very important. There are special schools a barber may attend to learn new trends and methods but basic barbering is all that is necessary.

They checked with a barber in their community. They asked him what kinds of tips he would give them on operating a successful shop. Mr. Jacobsen answered, "In any business you start on your own, there is a cost of overhead, repairs, and upkeep. These are things people forget. Barbering is a business where you've got to build a group of customers. I strongly recommend that you start in a larger establishment by renting a chair."

The average monthly rent of a chair in the shop Mary and Bob went to was $115. How much is this per day if most months have 22 working days? 1.__________(nearest cent). How many haircuts per day does it take at $3 each just to pay rent? 2.______________(nearest tenth).

A set of barber's tools costs approximately $204. This includes three shears, three cloths, three combs, three scissors, razor and strap, brush and two smocks. The set depreciates completely in two years. How much is this each month? 3.____________ How much per working day? 4.______________(nearest cent). What part of a haircut is this? 5.__________________(nearest tenth).

It costs an additional $13.20 per month for supplies. This includes oil, soap, shampoo, clothes, napkins, repairs, etc. How much is this per year? 6.______________ How much per working day? 7.__________________ (nearest cent)

Adapted from a career-related unit developed under a joint project between the Minnesota State Department of Education and Independent School District 281, Robbinsdale Area Schools, Minneapolis, Minnesota, 55427.

THE BARBER BUDGET BALANCES
Page 2

What part of a haircut is this? 8. ________ (nearest tenth).

Considering rent, tool investment, and supplies, how many haircuts per day are needed to pay expenses? 9. ________. This is 10. ________ (dollars).

Many barbers do 18 haircuts per day. At $3 per haircut this is 11. ________ per day. Using 22 workdays per month, how many workdays are there per year? 12. ________

If a barber can average 15 haircuts per day, how much is this per day? 13. ________ per month? 14. ________ per year? 15. ________

From the above figures, how much does it cost per day for expenses? 16. ________ per month? 17. ________ per year? 18. ________

How much does the barber clear each year, before taxes, if he cuts 15 haircuts per day? 19. ________

Key, Page 307

Student Handout

EXPLORING careers in the Personal
Services Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through simulation experiences

THE BEAUTICIAN
BUDGET BALANCES

Sue and John had long wanted to be beauticians, so with school coming to a close, they visited a local school of cosmetology. The owner said that almost 90 per cent of the school's graduates were placed by the school placement office. The starting base weekly salary varied, but was usually $75 to $100. Commission on work done was 40 per cent to 50 per cent and figured on receipts above twice the base rate. For example, if an operator had a base rate of $75, he/she would not receive commission on the first $150 in receipts. The base guaranteed a wage each week and the commission setup added incentive to get and keep customers. Of course, any money in tips was kept wholly by the operator. So an average weekly wage was hard to determine because of differences in tips and commission. The range could be from the base to $300 per week.

Figure the weekly earnings of each of the following workers:

A. Cathy was hired with a base of $75 and 50 percent commission. On her fifth week on the job, she had daily receipts of $37, $35, $32, $35, $38, and $15 for a half day of work on Saturday.

1. Her gross weekly receipts were ________
2. The amount commission was based on ________
3. Amount of commission ________

Tips $12.50

4. Total week's salary and tips ________

Adapted from a career-related unit, developed under a joint project between Minnesota State Department of Education and Independent School District 281, Robbinsdale Area Schools, Minneapolis, Minnesota, 55427.

B. Richard had been established in a highly successful salon for about two years. His base pay was $85 per week and his commission 45 per cent. A typical week's daily receipts were: Monday, $38; Tuesday, $45; Wednesday, $54; Thursday, $58; and Friday (he worked until 8 p.m.), $65. He received tips totaling $27.75.

5. His gross weekly receipts were __________
6. The amount commission was based on __________
7. Amount of commission __________
Tips $27.75
8. Total week's salary and tips __________

C. About 90 percent of Mary's customers were regulars. Because of this, she had a balanced schedule each day and was somewhat assured of each week's income. Her normal per day receipts for a week were: $38, $42, $44, $49, $45, and $21 for part-time on Saturday. Her base salary was $90 per week and she received 50 per cent commission. Her tips averaged $21 each week.

9. Her gross weekly receipts were __________
10. The amount commission was based on __________
11. Amount of commission __________
Tips __________
12. Total week's salary and tips __________

Key, Page 307

Student Handout

EXPLORING careers in the Personal
Services Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

THE
LAUNDRY WORKER
MINI-PACKAGE

1. Get a remnant of wool and polyester material. Cut each remnant into 10 five-inch squares. Stain 2 squares each with the following:
    - Milk
    - Chocolate
    - Red Koolaid
    - Coffee
    - Grease from a car
2. By using a reliable resource, find 2 procedures for removing these stains. Compare the 2 procedures on all pairs of stains on both kinds of fabric. Record your results.
3. Visit a dry-cleaning establishment. Observe their methods of stain removal.

Student Handout

EXPLORING careers in the Personal
Services Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on simulation, and observation experiences

THE
TRAVEL AGENT
MINI-PACKAGE

Tour Close to Home

1. Plan a trip to a business, historical site, or museum in your hometown.
2. Meet with a small group of classmates who will be going on this trip. Ask them where they'd like to go, when and what type transportation they suggest. (Walking, driving, taking a bus)
3. Discuss details of transportation with your teacher or principal.
4. Plan a detailed itinerary. How long will it take to reach your destination, how long will you be there, and what time will you leave? Make a detailed list of times. (Departure, arrival, etc.)
5. How much will the trip cost?
6. If possible, actually take the trip you've planned.

Tour of a Place You'd Like to Visit

1. Obtain materials from the Chamber of Commerce or public library if you need tips on historical or interesting sites to visit in Kansas.
2. Meet with friends or family to discuss where you'd like to go on this trip, which you may or may not actually take. Decide when and where you'll take the trip.
3. Locate the place you plan to visit on a map.

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[*] The core of this activity came directly from "Travel and Tour Planning," Southwest Iowa Learning Resources Center, Red Oak, Iowa, Project Discovery, Field Test Prototype, 1974.

4. Decide which form of transportation would be the best.

5. Obtain train, bus or plane schedules as needed.

6. How long will the trip take? Make a detailed itinerary. What time will you leave, what time will you arrive, etc. What stops will you make for food, gas, etc.

7. Calculate the distance you will be traveling (use a map). If traveling by car, figure how much it will cost for gas. What is the cost of the entire trip?

Tour of a Place You'd Like to Visit

1. Obtain schedules and brochures from a travel agency to include in your mini-package on travel agent. Visit a travel agency. Or write for a plane or bus schedule.

2. How much would it cost to travel from Wichita to New York City? by plane? by bus? by air coach? by first class?

3. How much would it cost to travel from Topeka to Denver? by plane? by bus? by air coach? by first class?

4. Choose a place you would like to visit. Plan your 1-week vacation. Choose your own mode of travel, etc. Dream. What would it cost? List ways to economize.

5. Some of the brochures you have obtained from a travel agency are package plans. What is a packaged plan? What would be the advantages and disadvantages of a package plan?

6. Obtain a road map from a gas station. Calculate the distance between Wichita and St. Louis. Wichita and LeHavre, France.

7. Use an almanac to find the flying distance between Wichita and St. Louis. Wichita and LeHavre, France.

8. Calculate the cost at 23 cents per mile from Denver to Los Angeles. You are going to drive alone. How does this cost compare to round trip air flight fare? Include driving time and flying time. Would there be any motel costs on the car trip?

9. What else would you include in your package?

EXPLORING careers in the Personal Services, Hospitality, and Recreation Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

FUN JOBS

1. Introduce students to occupations related to the leisure industry. Ask them how they spend their leisure time. Brainstorm on jobs created as a result of the demand for such activities as: TV watching, movie watching, attending sports events, playing team and individual sports, making model rockets, playing a guitar, etc. On one side of the column have students list the activity and as many hidden jobs as possible along with each activity.*

   One student could mention a family interest in boating and fishing. Here is his list of hidden occupational areas:

   - Boat manufacturer
   - Fishing gear manufacturer
   - Life preserver manufacturer
   - Sporting goods salesperson
   - Water skis manufacturer
   - Fish and wildlife manager
   - State fish license administrator
   - Picnic tables manufacturer
   - Camping supplies salesperson
   - Campers manufacturer
   - State recreational park manager
   - Marina service station worker
   - Motor repair person

2. Illustrate that we all have different tastes in choosing leisure activities. This time classify their leisure time activities as passive or active.

   Example of Passive activities could be: To visit an art gallery, or to attend a concert or a sports event.

   Example of Active activities could be: To play tennis, to act in a play or to paint pictures.

   Stress that their choice to do any of these activities provides jobs for people.

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*Ideas from Marilyn Kay McFarland and Vera Ramstetter, Exploring Careers in Hospitality . . . (Bloomington, Ill.: McKnight Publishing Co., 1975).

3. Have students survey the community for jobs related to the leisure industry. Use the yellow pages to start from. List jobs under 2 categories: Recreation and entertainment.

4. Have the students be involved as entertainers for a city recreation or activities program. They are to plan an entertainment program for senior citizens. If possible, they should perform for a group in the community or for school children. Give students opportunities to set up plays or skits. Do video tapes.

5. Set up a schedule for students who are interested to direct a band, orchestra, or choral group. Let them spend at least one period getting the feel of what it would be like in this type of work. Have them also observe a musician giving private lessons. Encourage them to set up small instrumental groups and perform.

6. Have students attend plays or concerts. Ask them to go backstage to interview actors, actresses, stage hands, ushers, set designers, lighting crew, etc. Use the interview guideline questions in Appendix 3.

7. Have students design a personal recreation plan for a friend or senior citizen. Spend time observing the recreation directors at community recreation centers, mental health facilities, etc.

8. Have students teach a recreational skill to a friend.

9. Interview persons in the recreation field. Research the effect of exercise on emotional health.

10. Have interested students interview a professional athlete--coach, trainer, etc. Ask such questions as: How do attitudes affect athletic ability and performance? How do you prepare your players to perform well?

11. Set up at time when students interested in coaching could work with young students in an intramural sporting program.

12. To summarize the Fun Jobs activities, have the students compare a worker's 40-hour week with the work schedule of a comparable worker in 1900, 1920, 1930, 1940, etc. Have students interview senior citizens on their typical work schedules when they were in their early 20's.

13. Why is the leisure time industry growing? Point out the possibility of the 4-day work week.

14. Have students interview workers they know on their leisure time activities. Share these ideas with the class.

15. Discuss how leisure activities are affected by geography. Ask if their leisure activities would change if they lived in Florida, Colorado, etc. . . .

ACTIVITIES SUMMARY

EXPLORING CAREER CLUSTERS SECTION

EXPLORING THE PUBLIC AND SOCIAL SERVICES CLUSTER

Objective Code: IIC

I. Students try out work-related tasks by exploring the following Mini-Packages:

- CHILD CARE WORKER MINI-PACKAGE (Page 261)
- CITY PLANNER MINI-PACKAGE (Page 263)
- DETECTIVE MINI-PACKAGE (Page 265)
- LABOR ECONOMIST AND HISTORIAN MINI-PACKAGE (Page 267)
- POLICE OFFICER MINI-PACKAGE (Page 269)
- TEACHER MINI-PACKAGE (Page 271)

II. Students explore this cluster through activities outlined in the following Teacher's Guides:

JOBS IN PUBLIC SERVICE: Students role play occupations in public service. Students participate in "Society Without Rules" simulation. (Page 273)

LACKAPLANNING COMMUNITY: Students identify jobs needed to solve problems in the Lackaplanning Community. This activity could relate to the CITY PLANNER MINI-PACKAGE in the EXPLORING CLUSTERS Section. (Page 275)

SAFETY, SANITATION, SOLUTIONS: Students simulate the job of safety inspector. Students survey laws which protect workers. (Page 277)

VOTE!: Students explore jobs in politics. Students participate in a political campaign. (Page 279)

It is not the intent of this LEADER'S GUIDE to provide a packaged program of Career Exploration for all of the career clusters but rather to provide a structure within which a school may develop its own tailor-made concept of exploration. We encourage teachers in your school to develop their own mini-packages and teacher's guides to supplement these activities making use of available resources.

Student Handout

THE
CHILD CARE WORKER
MINI-PACKAGE

EXPLORING careers in the Public and Social Services Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

Recipe:
1/2 cup starch
1 1/2 cup soap flakes
1 Tablespoon glycerine
Art color powder or food coloring
Small jars with lids

Mix starch with enough cold water to make a smooth paste. Add boiling water and cook until glossy. Stir in the soap flakes while mixture is still warm. Add 1 Tablespoon glycerine when cooked to preserve the mixture. Pour mixture into jars and stir in desired colors. Add enough coloring to make a strong color.

Instructions: Invite 3-year-olds or 4-year-olds to your class to demonstrate on. Use the finger paint you have made.

Get some 12 x 18 manila paper.

Variation 1:

1. Fold sheets of manila paper in half lengthwise.
2. Fold sheets of paper in half crosswise.
3. Have the child put a blob of paint in the center (Several colors could be used).
4. Have the child press slightly on the folded paper.
5. Open the paper and show the paper the design he/she has made.
6. Let the painting dry. Be sure the child gets to take the painting home.

Variation 2:

1. Cut various shapes from a sponge. Fasten the sponge on one end with a clothespin.
2. Dip the sponge into the paint. Make a design on the paper.
3. Let the child make the design more than one time on the paper if he/she wants.

Variation 3:

1. Carve designs on a potato.
2. Dip the potato in the paint.
3. Press the design on the paper.

Variation 4:

1. Let the child mix his/her own paint. Use the following 3 ingredients:

    2 Tablespoons liquid starch
    1/2 teaspoon water (depending on the kind of paper used)
    Art color powder

2. Use regular finger paint paper. Put the 3 ingredients on the paper and let the child mix the paint as he/she begins to play with the mixture.
3. Let the painting dry. Be sure the child gets to take the painting home.

Student Handout

EXPLORING careers in the Public and
Social Services Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

THE
CITY PLANNER
MINI-PACKAGE

You are hired to improve the environment.
You and your assistants are to make a 10-year plan of how you would improve your community if you had 100 million dollars to work with. Visit your city offices. Ask to see maps and a master plan, if there is one.

1. Obtain a topographic map of your area. You must plan around physical features such as bodies of water and hills.
2. Assume there will be a 10% increase in population annually.
3. Using a map of your city, draw all methods of transportation in red. How would you improve this? Would you add bicycle paths? Would you propose an improved mass and transit system? Parking problems?
4. Mark off zones on your map--commercial, residential, manufacturing, parks. What suggestions would you have for changing some of these areas?
5. What suggestions do you have for improving the appearance of the area (parks, civic center, landscapes, etc.)?
6. What plans would you suggest for education for pre-schoolers, the aged, the disadvantaged? Health services for the needy?
7. Urban renewal refers to city programs to eliminate slums and improve them with improved residential, commercial, or industrial areas to improve the environment. Study urban renewal projects. What jobs have they created in your area. Tour an urban renewal site in your area. Get before and after pictures. What jobs have they created in your area?

Student Handout

EXPLORING careers in the Public Services Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

THE DETECTIVE MINI-PACKAGE

Chromatography: materials needed
3 different brands of black ink in 3 fountain pens
4 pieces of filter paper
1 medicine dropper
masking tape

1. Label the pens 1, 2, and 3, using masking tape.
2. Take 3 pieces of filter paper and label them 1, 2, and 3.
3. Place a drop of ink from the pens on the matching filter paper.
4. Have someone choose 1 of the 3 pens while you are not looking.
5. Add 3 drops of water on all 4 filter papers.
6. Compare the color patterns of the 3 known pens with the color pattern of the pen your friend used.
7. Can you tell which kind of ink your friend used?
8. Record the following color separation for each pen:
   Pen number 1 ______________________________
   Pen number 2 ______________________________
   Pen number 3 ______________________________
9. The detective could use this technique to find out whether a note or check was written by a specific pen. Construct a detective case using this technique. Be able to prove that the writer of the note or forged check was the suspect.
10. If you like this kind of activity, fill in a job fact sheet on this occupation using the Occupational Outlook Handbook or other resources found in your school library or community.

Idea from a career-related unit, developed under a joint project between Minnesota State Department of Education and Independent School District 281, Robbinsdale Area Schools, Minneapolis, Minnesota, 55427.

Student Handout

EXPLORING careers in the Public Service
and Social Service Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

THE
LABOR ECONOMIST AND HISTORIAN
MINI-PACKAGE

Measuring Unemployment. The Bureau of the Census in the Department of Commerce collects and tabulates unemployment statistics in the United States. The Bureau of Labor Statistics in the Department of Labor analyzes and publishes the statistics. Relate this activity to the Unemployment Case Studies Activity.

UNEMPLOYMENT is the state of a person who wants to work but does not have a job. The term does not refer to people who are not seeking work because of age, illness, or a mental or physical handicap. Nor does it refer to people who are attending school or keeping house. Such persons are classified as out of the labor force rather than unemployed.

Unemployment involves serious problems for both the individual and society as a whole. For the individual, it means loss of income and, in many cases, of self-respect. For society, it results in lost production, and, in some cases, criminal or other antisocial behavior.

Until the 1900's, most people considered laziness the main cause of unemployment. But today, they realize that men and women may be out of work through no fault of their own.

For example: If 85 million persons were employed and 5 million were unemployed, the bureau would report a total force of 90 million and an employment rate of ______%.

The following is a collection of data on Employment and Unemployment in the U.S. from 1900-1972. Your job is to make a line graph of this so that it would be easier for the public to understand.

THE LABOR ECONOMIST AND HISTORIAN MINI-PACKAGE
Page 2

EMPLOYMENT AND UNEMPLOYMENT IN THE UNITED STATES*

Year	Employed	Unemployed	Unemployment Rate (%)
1900	29,956,000	1,420,000	5.0
1905	30,918,000	1,381,000	4.3
1910	34,559,000	2,150,000	5.9
1915	36,223,000	3,377,000	8.5
1920	39,208,000	2,132,000	5.2
1925	43,716,000	1,453,000	3.2
1930	45,480,000	4,340,000	8.7
1935	42,260,000	10,610,000	20.1
1940	47,520,000	8,120,000	14.6
1945	52,820,000	1,040,000	1.9
1950	58,920,000	3,288,000	5.3
1955	62,171,000	2,852,000	4.4
1960	65,778,000	3,852,000	5.5
1965	71,088,000	3,366,000	4.5
1970	78,627,000	4,088,000	4.9
1971	79,120,000	4,993,000	5.9
1972	81,702,000	4,840,000	5.6

Make a line graph showing the unemployment rate from 1900 to 1972.

Your job as an economist is to tell the public what these statistics mean.

Using at least 3 sources, analyze the graph and write up an analysis: Have your teacher help you in finding sources.

1. What caused the high rate in 1935?
2. Why was there lower unemployment during 1945?
3. How has the U.S. Government helped to fight unemployment?
4. A report like this would be published by the government agency you work for. Write to the Employment Security Division, Topeka, Kansas. Request information on Unemployment Statistics in Kansas.

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*World Book Encyclopedia, 1975.

Student Handout

EXPLORING careers in the Public Service Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

THE POLICE OFFICER MINI-PACKAGE

Role play the following situation, or do a puppet show enacting the scene:

You are a police officer on night watch. You see some movement inside a closed grocery store. You immediately call the dispatch.

"This is Officer Martin. Suspect a possible B and E (breaking and entering) in progress at 914 North Adams."

You know that immediately a backup unit will be called to assist. You park your car and wait. The backup car arrives in minutes and you proceed to the entrance of the store with two other officers, King and DeLane.

You try the front door and find it open, although there is no sign of a forced entrance. Entering the store, you see a figure moving over by the cash register.

Officer King: "Halt, this is the police!"(draws gun)

The person by the register doesn't say anything. You and the officers proceed to the place where the person is crouched by the register and find a frightened young woman.

Suspect: "I work here. Please. I haven't done anything."

Your procedure is to frisk the suspect and read her her rights. DeLane is the only female present, so she is in charge of frisking the young woman.

Officer DeLane:
1. You have the right to remain silent.
2. Anything you say can and will be used against you in a court of law.
3. You have the right to talk to a lawyer and have him present with you while being questioned.
4. If you cannot afford to hire a lawyer, one will be appointed to represent you before any questioning, if you wish.
5. You can decide at any time to exercise these rights and not answer any questions or make any statements.

Do you understand each of these rights I have explained to you?

Suspect: Yes, ma'am.

DeLane: Having these rights in mind, do you wish to talk to us now?

Suspect: No, 'cause I haven't done anything.

King handcuffs the suspect and you proceed to the car.

The owner is called and asked to meet the officers at the station to identify the young woman as an employee.

Martin: Hello, Mr. Johnson, can you identify this young woman as one of your employees?

Johnson: No. I've never seen this young woman before.

King: Book her.

Student Handout

EXPLORING careers in the Public and
Social Services Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

THE
TEACHER
MINI-PACKAGE

In this activity you will become a teacher. You will be preparing a lesson plan, collecting teaching materials, and you will be organizing your materials. If you like, you may wish to prepare a test or exam.

First, pick an activity in school, in sports, in art, or crafts that you feel you do well. You are going to show another student how to do this activity, or at least how to do it better. For example, if you know how to sew a skirt and your classmates do not, show them how. Or if you can build models, show how to do it.

1. I am going to teach you how to ______________________________
   ____
2. Tools needed (bring these to school and display them): __________
   ____
3. Other materials needed: ______________________________
4. Directions: List step by step how you will go about doing this activity:

5. Demonstrate the activity for your friends. Use the chalkboard, if necessary.
6. Then have your friends read the directions. You must explain these carefully.
7. Have your friend demonstrate the same activity.
8. Prepare a written examination on what you have taught.

EXPLORING careers in the Public and
Social Services Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

JOBS IN PUBLIC SERVICE

1. Arrange with a local county court to have your class attend a court session. You may have to contact the judge as well as the lawyers for the defense and prosecution to secure permission. Before you visit the courtroom, have the students form interest groups according to the various occupations involved in the legal system. At the session, have them observe all of the principals involved, particularly the representatives of their occupational selection. After the session is over, try to arrange for the various interest groups to interview the court personnel about their careers. You might have the students tape these interviews.

2. Involve the students in a court procedure. Through discussion, evaluate students' knowledge of various occupations involved in our legal system. Invite students to describe the work of judge, lawyer, policeman, coroner, doctor, newspaper reporter, newspaper editor, jury, clerk, court reporter, guard, and so forth.

3. List various city and state public services on the chalkboard. Question: How do these community workers affect your life?

4. Discuss motives for holding public jobs. Use motives from The Kind of Job I Would Like to Have, EXPLORING SELF section.

5. Hold mock political convention and elections; precede this with filing for office and procedure for registering to vote. Refer to Vote! Teacher's Guide.

6. Discuss city problems, traffic lights, trash pickup, etc. Refer to the Lackaplanning Community worksheet.

7. Set up a city government zoning commission. Refer to the City Planner Mini-Package.

8. Design a lesson around laws and apply them to daily living. Do the Simulation: Society Without Rules.

Simulation: Society Without Rules[*]

The success of this simulation depends upon the majority of the students not being aware that anything unusual is going on. The students are to be divided into five or more groups. Each group is given the same assignment. (What the assignment may be is not important as long as it is easy.) The students are told that the time it takes for the group to correctly complete the assignment will be the basis for their grade. They are also to be instructed that only one student in the group may write down the answers; the rest must tell that person what to write. The teacher then becomes preoccupied and pretends not to notice what happens.

Prior to doing the above, the teacher picks certain students whose role it will be to disturb the progress of the various groups. These should be mature students that can be trusted and have sense enough not to go too far in their role as disrupters. These students will form together in one group so that their actions will be more noticeable. Below are some of the things they might do:

1. Copy from other groups
2. Talk loudly so a secretary cannot hear what to write
3. Take paper from another group
4. Hit the hand of the secretary of another group
5. Break the pencil of the secretary (which teacher will replace)

To further aggravate the other students, the group of disrupters will, by arrangement of the teacher, be the first group to finish. They are to have the questions and answers already done before coming to class.

When the point is reached that the other students complain about a certain activity, the teacher instructs the disrupter to stop that activity and makes a note of the action. Before the end of the period the teacher will then explain what was going on and read the list of "laws" that the group has made during the period. Class discussion of the purpose of laws should follow.

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[*] Law In Education for Kansas Teachers (Topeka: Washburn University, 1973).

Student Handout

EXPLORING the social significance of certain jobs in the Public and Social Services Cluster

Activities: Identifying occupations within the Public and Social Services Cluster

Objective: To recognize the contribution of certain occupations in the community

LACKAPLANNING COMMUNITY

A town has been growing rapidly. A large suburban town has been built by a group of citizens. What workers were needed to prevent the following problems?

1. When it rains, the mud is so deep cars get stuck.
2. The garbage piles up at the curb. There is a health hazard as a result.
3. Some houses have no driveways.
4. There are furnaces in the houses but no fuel.
5. There are telephone hookups wired in the houses but no telephone poles or cables.
6. There are high-rise apartment buildings but no elevators.
7. The houses are built on crooked streets with no signs. There are many dead ends.
8. There are schools with teachers hired but the halls are messy all the time.
9. The football field has hills in it and the lines are crooked.
10. The park has no trees or shrubs.
11. There is a swimming pool but no drain.
12. Cars go too fast along the crooked streets. There is no speed limit.
13. The houses have burglar alarm systems but no one to call to report a theft. Besides, the alarms don't work because the electrical wiring is all wrong.

14. There is a big concert hall built but no speaker system setup. Furthermore, the acoustics are terrible.

15. The apartment buildings have no parking lot, just a big wheat field to park in.

16. The laundromat has washers and dryers but they are all broken down and can't be used.

17. The bank has a vault for the townspeople's money but they don't keep any records of their accounts.

A. What jobs could make life easier in this community of Lackaplanning?

B. If you liked this activity, explore the CITY PLANNER MINI-PACKAGE.

EXPLORING safety regulations in the world of work

Activities: Trying out work-related tasks

Objective: To recognize the social significance that work has in the lives of individuals within the occupational structure

SAFETY, SANITATION, SOLUTIONS

1. Introduce the topic of safety by asking the students to think of occupations that seem to be hazardous. Some may know of accidents on farms or industrial plants. Encourage the students to share any stories they may have of worker-related accidents. Use the Job Bank, Appendix 1, to come up with an extensive list of jobs that may be subject to hazards. List the job on the left and the possible hazard on the right-hand column.

2. This could lead to a discussion of the history of federal occupational and health regulations. (Use the encyclopedia and other sources to dramatize the history of work-related accidents and the need for laws to regulate health and safety standards.)

3. Explain to the students that they are to do a job simulation as inspectors of OSHA, the Occupational Safety and Health Administration, an agency of the U.S. Department of Labor. Discuss the reasons for hiring inspectors. OSHA Inspectors work to make sure that workers are protected from possible hazards. Inspectors also conduct safety programs for companies that have high accident rates. They also conduct safety and health programs for industries that have high proportions of any of the following 5 materials in their plants that may endanger health: Asbestos, carbon monoxide, cotton dust, lead, or silica.

4. Classes may want to research the effect of these above materials on health.

5. Have students ask their parents if they have an OSHA guideline sheet or safety posters where they work. Bring these to class to share.

6. Invite a school administrator in to discuss OSHA standards as they apply to schools. Have the class prepare a checklist on what they think could be hazardous in the school. Inspect shop areas, halls, bus garages, and work shops.

7. Visit a construction site, factory, or farm. Have the tour guide point out safety precautions.

8. Simulate an occupational accident. Use the supplies in the Medical Emergency Package to help care for the victim.

9. Set up a simulation of a work-related accident. For example, a worker breaks a leg in a construction mishap. How does Workmen's Compensation administered by the state provide for the worker's medical costs and time off the job? Have the students write to the Employment Security Division, 401 Topeka, in Topeka for up-to-date information on laws which protect workers in Kansas. What laws protect youth?

   Here are a few laws that affect students:

   The Fair Labor Standards Act establishes 16 years as the minimum age for employment.
   14-15 year olds may not be employed:
      1. During school hours
      2. Before 7 a.m. or after 7 p.m. (9 p.m. June 1 through Labor Day)
      3. More than 3 hours in a school day
      4. More than 18 hours during a school week
      5. More than 8 hours on non-school days
      6. More than 40 hours during non-school weeks
   14-15 year olds may be employed in retail establishment, food services, gasoline service stations and in many other. Check the Kansas Employment Security Division Law.

10. Some work-related laws are discriminatory. Research laws that have prevented some women from performing jobs which they were capable of performing. Discuss the original purpose behind these protective laws relating to children and women.

11. Have students set up a standards guideline for a work area at home (the kitchen, for example). Have them write it up and give solutions on how to solve problems. Assume they have a 2-year-old child in the house. What safety rules would you set:

    So no one will fall down?
    So fires won't start?
    So if fires start, they will be extinguished?
    So objects will not fall and injure people?
    So poisonous substances are kept out of reach of children?

EXPLORING careers related to politics

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

VOTE!*

Students observe an election campaign of a candidate of their choice and report their findings and reactions to the experience.

A small group of students observe a campaign headquarters. Things to observe can include:

1. How many people are working?
2. How many people are being paid for their work?
3. What tasks do the salaried people perform?
4. What is the difference in the tasks between paid and volunteer workers?
5. What personal rewards do the salaried workers say they get from their work?
6. What personal rewards do the volunteer staff say they get from the job?

Students may want to volunteer also. However, school or parents may feel it is inappropriate for students to engage in politics, particularly if the campaign involves sensitive or explosive issues. This volunteer assignment should be done after school or on weekends at least for an hour to get the "feel" of what it is like to work on a campaign.

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*This activity was adapted from an activity entitled "Vote for Us!" developed by Peter Finn and Jane Lawson and others, Career Education Activities for Subject Area Teachers: Grades 9-12 (Cambridge, Mass.: Abt Publications, 1975).

When students have returned from an observation or volunteer experience they will want to share their observations. Questions which might be directed at the candidates :

1. Why do people enter politics as a career? What satisfactions does it provide: Money? Power? Opportunity to help society? Fame? Stepping stone to a better career (e.g., as a judge or corporation executive?)

2. Are there special pressures on women and minorities in politics? If so, what are they and how do these people cope with them?

3. What, precisely, are the jobs a career in politics offers besides holding political office?

4. What happens to campaign staff when the campaign is over?

5. What percentage of a politician's and his or her staff's time is spent campaigning? What campaign activities occur even when an actual election is not in the offing?

Some other activities for students could be:

1. Write a short essay on "Why I would (would not) like to be a politician (or campaign worker, or administrator, or press relations officer, etc.)." Students share their reports in small groups or with the class and compare their reasons for desiring or disliking a career in politics.

2. Discuss on the basis of their observations and questions what seems to attract people into political careers, including desire for power, thirst for fame, intention to "do good," attempt to get rich, enjoyment of the social life, excitement of solving tough social and political problems.

3. Identify the aspects of political campaigns which are not stressed or mentioned at all in "textbook" accounts of the political process, such as the social life, drinking, late hours, frayed nerves, decision-making process, or political intrigue. Discuss why elements may be understated or left unsaid in written accounts of political campaigning.

4. Identify and discuss the different types of jobs available to people in politics both during campaigns and between campaigns, such as press relations officer, administrative assistant, liaison persons, and advisors.

5. Discuss the role of the mass media in relation to the candidates' personality and platform.

6. Analyze their findings not only with random comparisons among the groups, but also by comparing experiences and information gleaned between parties (Democratic vs. Republican vs. Independent) type of campaign (city vs. state vs. federal vs. county), or type of office being sought (mayor city council, senator, sheriff, judge, etc.). Discussion can focus on whether the political process varies depending on these variables and on whether a career in politics would be different depending on which of these variables were operating.

7. Discuss the ethical issues involved in occupations associated with politics. For example, what compromises must politicians and their staff make between means and ends? Should a press officer lie?

8. Discuss what kinds of persons are attracted to careers in politics and ways in which political careers may influence personality. For example, is there truth to Lord Acton's famous dictum that "Power tends to corrupt; absolute power corrupts absolutely"?

9. Discuss whether women and/or minorities in politics are treated differently than men by their colleagues, and whether they must act differently from male or non-minority politicians and political staff.

Useful Prior and Subsequent Activities:

1. Students can set up and staff their own campaign headquarters for candidates of their choice in the school prior to or during an election campaign and either organize a mock election in the school or seriously try to influence people of voting age in the school (older students, faculty, school administrators).

2. Students can ask candidates to respond to questions based on the issues either by letter or coming to class. If they come to class, questions can also be asked about politics as a career. Students can request the candidate bring some of his or her staff who hold other jobs to explain what a career in politics offers. (Be careful to invite candidates from all the different parties to maintain impartiality.)

ACTIVITIES SUMMARY

EXPLORING CAREER CLUSTERS SECTION

EXPLORING THE SCIENCE, FINE ARTS, AND HUMANITIES CLUSTER

Objective Code: IIC

I. Students explore the following Project Discovery Packages and work the accompanying matching exercises and word searches:

SO YA WANNA BE AN ARTIST (filed under COMMUNICATIONS Cluster) (Page 217)

BIOLOGICAL SCIENCES AND TECHNOLOGY (filed under HEALTH Cluster) (Page 175)

II. Students try out work-related tasks by exploring the ORGANIC CHEMIST Mini-Package. (Page 285)

III. Students explore this cluster through activities outlined in the following Teacher's Guides:

BEAUTIFYING OCCUPATIONS: Students explore careers in the fine arts. Students visit art galleries, simulate jobs in the fine arts, and organize an arts and crafts fair. (Page 287)

CAREER MUSICAL NOTES: Students explore careers related to music. Students simulate jobs in the music world, interview workers, attend concerts, and take field trips. (Page 289)

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Student Handout

EXPLORING careers in the Science, Fine Arts, and Humanities Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

THE ORGANIC CHEMIST*
MINI-PACKAGE

You will be making glue in this experiment.

Ingredients: skim milk, vinegar, glass or enamel pan, sodium bicarbonate, tablespoon, large jar, hot plate

1. Place 2 cups of skim milk and 6 tablespoons of vinegar into a glass or enamel saucepan.

2. Heat slowly, stirring continually. Be sure to use only skim milk. Watch the milk form into small lumps. When this happens, remove it from the heat. Stir continually until this curdling stops.

3. Pour this into a jar and allow this curdled part to settle to the bottom. The milk is soured. The organic chemist calls it dilute acetic acid.

4. Pour off the whey (or use a strainer) until the curds are dry.

5. Add one level teaspoon of sodium bicarbonate and stir. You should have glue. Test it on 2 pieces of paper.

Note: An organic chemist might curdle milk in much the same way you did as he/she studies how milk becomes glue, cheese or buttons. Skim milk is an important by-product left over when cream, cheese, and other dairy products are made. In the past it was often fed to hogs. Things changed as soon as organic chemists began to find out more about it. They found that about 3 per cent of whole milk is casein. This casein is a protein made up of carbon, hydrogen, oxygen, sulphur, and phosphorus. Chemists found out how to take these components apart and combine them in different ways. One result of such research is a fiber called "Aralac." It can be blended with rayon, cotton, or wool in different amounts to produce fabrics of exceptional beauty. Casein can be made into combs, beads, buttons and many other materials.

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*Adapted from an activity developed by Don Herbert, Mr. Wizard's Experiments for Young Scientists (Garden City, N. Y.: Doubleday, 1959).

EXPLORING careers in Science, Fine
Arts, and Humanities Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

BEAUTIFYING OCCUPATIONS

Here are some ideas you might want to try in your class before or after they have explored the Project Discovery Art Packages.

1. Begin a discussion with the class on what role art plays in people's lives. Ask for a definition of ART. Does art have a practical value or is it more for aesthetic enjoyment? In what ways is art of practical value? What occupations might require artistic talent, or the use of basic art principles? Refer to the list in the Job Bank, Appendix 1.

2. List jobs related to art. Suggestions might be: (List these on a newsprint)

   - Pottery
   - Interior decorating
   - Upholstering
   - Furniture design
   - Painting (Oil, watercolor, etc.)
   - Fabric and rug designing
   - Clothing design
   - Window display
   - Set and Costume design
   - Art historian
   - Jeweler
   - Cosmetology
   - Film making
   - Photography and advertising
   - Packaging design (for products)
   - Landscaping
   - Floral arrangements
   - Gem setting
   - Homemaking

3. Visit an art gallery or places where artists and craftsmen work.

4. Ask the students to give a demonstration to the class. Some suggestions could be:

   - A sweater I knitted
   - A picture I drew
   - A cake I decorated
   - A photograph I took
   - Pottery I made
   - A chair I upholstered
   - A dress I designed
   - Macrame I made

5. Have a "craft day" at school. Ask several self-employed craft workers to set up demonstrations of their wares and how they are made. Give interested students the opportunity to talk to these workers about their lives and work. Discuss the problems and satisfactions which are part of self-employment.

6. Have the students organize an arts and crafts fair. Emphasize team work. Assign a chairperson to be in charge of each of the following committees:

   a) Publicity - Gets news releases to media.

   b) Advertising - Makes posters for school and community.

   c) Display - Arranges a display of items, as well as deciding how many items could reasonably be displayed.

   d) Brochures - Makes programs to be issued at the Fair that give credit to the artist who created each piece, description of the pieces or processes involved, pricing of sale items (to be done in cooperation with the artist).

   e) Cost Analysis - Analyzes the cost of paper, paints, publicity, rental of space, pricing of sale items.

   f) Sales - Supervises clerks, guides and cashiers; is in charge of sales at the Fair; assists in the sale of items; assists in the explanation or display of art objects.

   g) Physical Details - Manages the physical details such as: Date, time, place, etc. Is also responsible for moving or transporting the art objects from the area when the Fair has ended.

   h) Program Committee - Demonstrates techniques used in ceramics, macrame, painting, sculpture, etc.

After the Art Fair, ask the students to think of careers that are related to the function they performed during the Fair.

EXPLORING careers in the Science, Fine Arts and Humanities Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

CAREER MUSICAL NOTES

1. Brainstorm with the students on careers related to music. Here is a list students may come up with:

   - Lyricist (song writer)
   - Vocalist
   - Teacher
   - Conductor
   - Composer
   - Instrument Repair Person
   - Publicity Agent for Musicians
   - Recording Studio Engineer
   - Music Store Owner
   - Designer of Record Jackets
   - Choral Director
   - Organist
   - Instrumental Musician
   - Disc Jockey

2. Have students interview a person employed full time in a music-related field. Use the Job Interview Questionnaire, Appendix 3.

3. Schedule a time for interested students to get an opportunity to conduct a band, choir, or orchestra for one class period.

4. Have interested students make a recording using a cassette player. Have them design a record jacket to go with it. Have them research the process performers and technicians go through to get a record on the market.

5. Have the students choose a picture or photograph that portrays a certain mood. Have them choose a piece of music that fits the mood. Share this with the class.

6. Classify types of records: popular, rock, classical, country, etc. Invite students to bring favorite records to class.

7. Ask the students to discuss the following:

   If you had the money, what musical group would you travel to see, no matter how far? Give reasons for your choice.

   This could lead to a discussion of "What makes a star?" Discuss the pay that some performers received compared to others. For example, compare the pay of a rock star with that of a first violinist with a civic symphony. Both may be equally fine musicians. In fact, the violinist may be a better musician than the rock star.

8. Visit a music store. Have the students observe what kinds of products and services are offered there. Many music stores offer music lessons and instrument repair. Have the store manager show the students the different qualities of one type of musical instrument. Ask him/her to explain why some types cost more than others. If the store has electronic receivers and speakers, ask the owner to demonstrate the equipment.

9. Discuss the subject of governmental subsidizing of musicians. This is done in some countries. This topic would need to be researched before students could form opinions.

10. Introduce the woodwind, brass, percussion, and string instruments. Have students write to companies that manufacture these instruments. Find out what types of jobs are available in these companies. Invite musicians to class to demonstrate the various instruments.

11. Interview an instrument repair person. Where does he/she receive training? Write to schools that offer this type of specialized training.

12. Trace the history of certain instruments.

13. Have the students visit the high school band director. Ask to see the band uniforms and catalogs from uniform companies. Trace the origin of uniform styles. Many go back to European military uniform styles. Find out what a uniform costs. What kinds of jobs are involved in making these uniforms?

14. Listen to portions of the "Music Man" by Meredith Wilson. Discuss the importance of a band to a community. Discuss the place or role of parades in American society: the Rose Bowl parade, etc.

15. How important to a community is an orchestra? A civic chorus? Have local music directors come in to talk on this topic.

16. Interview volunteer musicians. Why do they spend hours practicing with no money as a reward?

17. Tour a college music department. Have the college music students discuss their own career development and future plans.

18. Inquire with a travel agent. Are there any musical travel package plans? Examples might be: the Salzburg, Austria, Festival or the Aspen, Colorado, Music Festival. Ask the students to choose a plan that would appeal to them. Ask them to write a report on what they would hear, see, and experience on a trip of this type.

19. If possible, visit a large cathedral in your area that has a pipe organ. Have the organist demonstrate the organ. What does a pipe organ cost? What companies manufacture pipe organs? Compare this pipe organ to an electronic organ at another church. Have a musician demonstrate an electronic organ. Compare the advantages and disadvantages of the two types of organs.

20. Attend an orchestra or band concert as a class project. Have the students go back stage to meet the players afterwards. Have the students observe the hidden jobs in the theater: ushers, theater manager, booking agent, lighting technician, sound technician, etc. What do these jobs consist of?

21. Ask the students to give reasons for MUZAK and other music systems that are taped and played in public establishments. Research the history of research in the use of music as background in schools, businesses, hospitals, airplanes, etc. What kinds of music are played on these tapes? Why? Interview a business person who provides this kind of music service in your community. Perhaps students could tour the sound room of an FM station in your area. Many of these stations provide continuous music.

22. Compare the types of advertising (types of products and the general approach) on programs that play the following types of music: country and western, rock, jazz, folk, and/or classical music. What does this tell you about the listener's buying habits?

ACTIVITIES SUMMARY

EXPLORING CAREER CLUSTERS SECTION

EXPLORING THE MARKETING CLUSTER

Objective Code: IIC

I. Students explore the SALES REPRESENTATIVE Project Discovery Package and work the accompanying matching exercise and word search. (Page 295)

II. Students try out work-related tasks by exploring the following Mini-Packages:

BICYCLE SALESPERSON MINI-PACKAGE (Page 297)
CITIZENS' BAND RADIO SALESPERSON MINI-PACKAGE (Page 299)
RETAIL BUYER MINI-PACKAGE (Page 301)

III. Students play the SALES CARD GAME to relate the vocabulary of selling using a game format. (Page 303)

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Student Handout

EXPLORING careers in the Marketing Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

EXPLORATION CONTRACT
FOR THE
SALES REPRESENTATIVE
PROJECT DISCOVERY PACKAGE

EXPLORATION CONTRACT I

Instructions: Check the activities you want to explore. Discuss this with your teacher before beginning.

_____ 1. Obtain a Project Discovery Activity Completion Form from your teacher. Answer the questions on this form as you explore the Sales Representative Package.
_____ 2. After exploring the activities in this package, hand in the Project Discovery Activity Completion Form to your teacher.
_____ 3. Work the Word Search.
_____ 4. Discuss EXPLORATION CONTRACT II with your teacher.

EXPLORATION CONTRACT II

Instructions: If you liked the activities in this package, you may want to explore other activities in this occupational cluster. Check the activities you want to explore that are listed below. Discuss this with your teacher before beginning.

_____ 1. Research a job related to this package using the *Occupational Outlook Handbook* or other resources available in your library. Fill out a Job Fact Sheet on this occupation, Appendix 2.
_____ 2. Explore from among the Mini-Packages in this cluster.
_____ 3. Participate in one or more of the activities listed in the following Teacher's Guides related to this package: Play the Sales Card Game.

SALES REPRESENTATIVE
PROJECT DISCOVERY PACKAGE
Word Search

A	A	C	C	O	U	N	T	Y	C	L	E	R	K	L	C
M	A	R	K	E	T	P	R	O	F	I	T	S	L	Z	O
A	Z	Z	A	S	W	O	R	K	R	C	H	E	C	K	M
C	P	X	D	T	T	Z	Z	O	C	D	S	L	R	V	P
C	R	E	D	I	T	T	I	M	E	L	X	L	R	U	A
O	I	P	R	O	D	U	C	T	P	E	O	P	L	E	N
U	C	R	E	T	R	M	A	R	K	E	T	S	B	U	Y
N	E	L	Z	R	V	S	S	Z	R	E	T	A	I	L	Z
T	A	G	X	Y	Z	D	H	O	R	D	E	R	X	N	N
S	S	Z	E	X	P	E	N	S	E	T	R	A	D	E	G

Word Search

Profit
Territory
Product
People
Closing
Account (Twice)
Credit
Cash
Expense
Sale
Work
Sell (Twice)
Company

Order
Time
Check
Market (Twice)
Add
Retail
Price
Buy
Tag
Clerk
Trade
Try
Msde.

Key, Page 315

EXPLORING careers in the Marketing Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

THE
BICYCLE SALESPERSON
MINI-PACKAGE*

Instructions: Role play the following case studies:

Case Study 1

Customer: You are Mary Spillane, age 16. You need a new bicycle. You want to compete in a cross-country race this next summer. You saved $100 and need a speedometer also. You will be riding an average of 40 miles per weekend on hilly terrain.

What will you say?

Salesperson: You know that this customer needs a good 10-speed bicycle. She has $100. She could buy the $89.95 10-speed racer. However, the frame on this is not of good quality. Frame is very important. It is essentially the most expensive part. If she buys a good frame, she can make equipment changes herself. If she buys the heavy, weak frame, at $89.95, she will be stuck with it. The best frame for this purpose sells for $149.95. It has disc brakes for more braking power.

What would you say?

Case Study 2

Customer: You are Mary Allen, age 26. You ride around the block once a day for exercise on flat terrain. You also ride to the post office 2 days a week which is about 2 miles. You want a bicycle that will fit your needs.

What will you say?

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*The inspiration for this activity came from Peter Finn and Jane Lawson, "The Bicycle Shop," Career Education Activities for Subject Area Teachers, Grades 9-12 (Cambridge, Mass.: Abt Publications, 1975).

Salesperson: You have a single-speed, 26" bicycle with a coaster brake. It sells for $60. Another bicycle that might interest the customer is a touring bike, 3-speed, with hand brakes. It sells for $85. The 5-speed sells for $110. For short rides on flat terrain, the best buy would be the single speed. However, you could make more money on the 3-speed or the 5-speed bicycle.

What would you say?

Case Study 3

Customer: You are Joe Jackson, age 16. Your younger brother, age 10, is interested in buying a bicycle similar to the one you just bought. It is a 10-speed racer. He keeps asking to borrow your bike and has been riding it over plowed fields and bumpy graveled roads near your home. This is not good on the tires. You feel he should get a 20-inch, banana seat, single-speed bicycle and save his money for a racer. He does not agree. His friends are buying racers. You and your younger brother go to the bicycle shop.

What do you say? What does he say?

Salesperson: You want to make sales on expensive bikes. You know that the younger students are wanting the flashy 5-speed and 10-speed bicycles. You have a 3-speed touring bicycle for $89.95. You have a 5-speed bicycle for $99.95. You also have a single-speed banana seat trade-in bicycle for sale for $45. The single-speed wide tire would be best on gravel roads. However, you make more money on the more expensive bicycles.

What would you say?

Discussion questions:

1. Which of these three salespersons would you want to wait on you?
   Case Study 1__________ Case Study 2__________ Case Study 3__________
2. Why?____

Student Handout

EXPLORING careers in the Marketing Cluster

Activities: Trying out work-related tasks

Objective: to explore occupational clusters through hands-on, simulation, and observation experiences

THE CITIZENS' BAND RADIO
SALES PERSON
MINI-PACKAGE

Instructions: Role play the following case studies:

Case Study 1

Customer: You are Allen Hansen. You have a CB radio in your home and farm pickup. It is a standard 23-channel radio transceiver. You bought it 2 years ago from the Convoy Radio Shop. You use it to talk to your neighbor who farms nearby, and to talk to members of the family. You like to keep up with your neighbors and heard that Joe Johnson down the road bought a Super Deluxe Gold Plated Special CB. You, also, are tired of the interference on the 23 channels you have and would like the adapter feature of this newer model for adding Channels 24-70. This model costs $600. Your wife does not want you to buy this expensive model since you just finished paying for the one you bought 2 years ago. She goes with you to look at the new model. Your main reason for wanting a new CB is that you would like to add more channels so you would have less interference.

What do you say? What does Mrs. Hansen say?

Sales person: You are Janet Jacobsen. You sold Mr. Hansen his CB 2 years ago. He is interested in the Gold Plated Special you sold to Mr. Johnson. You know that the features on the Special are useless. The noise limiter on-off switch feature is of no benefit; the separate switches for the remote speaker output jack are nothing more than a remote speaker output; the microphone gain control produces a signal with unbelievable distortion. You know Mr. Hansen would have no need for Channels 31-70. He would benefit best by getting an adapter model at about $199.95. This would be a 23-channel CB transceiver with an adapter for Channels 24-30 (to apply after the Federal Communications Commission authorizes this addition of channels). You have need for a tradein model on CB's and know someone who will buy Mr. Hansen's 2-year-old transceiver.

What would you say to Mr. Hansen? What would you say to Mrs. Hansen?

Case Study 2

Customer: You are Arnold Naive. You have been using your father's old lunchbox style CB Radio he bought way back in 1958 when Citizens' Band was first authorized by the Federal Communications Commission. You just bought a new car and would like to have a new CB to go with it. You drive to school 25 miles one way each day. Your friends have been buying some fancy new CB's and tell you to go to the new Flea B CB Shop to look around. You are ashamed of the old 1958 model and want to be up to date. You are in such a hurry to buy a new CB that you do not bother to read up on CB's in consumer magazines. You go to the Flea B CB Shop on your lunch break expecting to buy then so you'll be able to show your friends your new CB that evening.

What will you say to the sales person?

Sales person: You are John J. Getrichkwik. You get a commission on every radio you sell. You know how popular CB's are with all the songs about CB's and the use of the radios for reporting emergencies along the road. You also know that this could be a big status thing with young people who have cars. You have been instructed by your boss to sell the top of the line first and then go down to the next price line. The top of the line is the Silver Plated Special at $650. The next in the line is $350. The low-priced standard model is at an inflated price of $159.95. It sells for only $110.99 down the street. You have been instructed to discourage people from buying this model. However, you know it is a good standard model and the features on the more expensive models are not worth that much. Most of the people who come in to your store have not read up on CB radios. You are to encourage customers to put down $50 for their radio and then pay later at a high rate of interest.

What do you say to Arnold Naive?

Discussion questions:

1. Which of these two sales persons would you want to wait on you?
   Case Study 1__________Case Study 2__________
2. Why?____

Student Handout

EXPLORING careers in the Marketing Cluster

Activities: Trying out work-related tasks

Objective: To explore occupational clusters through hands-on, simulation, and observation experiences

THE RETAIL BUYER MINI-PACKAGE

1. You are a buyer for a large sporting goods store in a city of 500,000. List the products you would be selling. Use a catalog from a catalog sales department store as a resource guide.

There are 4 seasons:

Summer	15 May - 6 August
Fall	7 August - 25 November
Winter	26 November - 28 February
Spring	1 March - 14 May

2. You go to Dallas to buy. Buy at least 2 months ahead of time. What items would you buy?

   a. March 15 - for ________ season

   b. June 15 - for ________ season

   c. September 15 - for ________ season

   d. January 15 - for ________ season

3. List the items you would put on sale for the [illegible]lowing seasons. On what date would you start the sales?

Items on Sale	Closeout Date
End of Summer	
End of Fall	
End of Winter	
End of Spring	

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*Adapted from a career-related unit developed under a joint project between the Minnesota State Department of Education and Independent School District 28, Robbinsdale Area Schools, Minneapolis, Minnesota 55427.

EXPLORING careers in the Marketing Cluster

Activities: Playing a card game related to marketing

Objective: To explore occupational clusters through simulation experiences using a game format

SALES GAME

Use regular playing cards and give each player a set of instructions or, preferably, make 52 cards with the directions on each card. (13 cards duplicated by 4) Deal out an entire deck to 4-6 players. The cards should be placed face down on the table. The first player turns up a card from his pile and proceeds according to the directions for each card. (See below.) The game proceeds with each player having a turn over and over until one player - TOP SALESMAN - gets all the cards.

(Ace) Congratulations! You just increased your sales of boats and received a bonus. Take 3 cards from the player to the left.

(2) Sorry. Your competition has taken business away from you in your territory. Their prices are lower on speedboats. Give 2 cards to the player to your left.

(3) The economy is in a recession and people are not buying boats. Your company is losing money. Give 4 cards to the player to your left.

(4) Miss a turn. You have been called to the home office in Wichita to attend a meeting regarding the decline in sales.

(5) Business is picking up. More people are buying boats. Get 3 cards from your neighbor to your left.

(6) Your sales are down. Give your neighbor to the left one card.

(7) Congratulations! Business is booming. Get 4 cards from your neighbor to the left.

(8) Another decline in sales. You'll have to invest more money in advertising. Give 4 cards to your neighbor to the left.

(9) Nobody is buying. You had to put on a big sale and lost money in advertising. Give 4 cards to your neighbor to the left.

(10) Your sales presentation is improving. Sales are starting to improve. Get 2 cards from your neighbor to the left.

(Jack) You got a raise in salary. Get 1 card from your neighbor to the left.

(Queen) Sorry, business is very slow. Give your neighbor 3 cards.

(King) Business is picking up. Sales are at their highest. Get 5 cards from your neighbor.

PROJECT DISCOVERY MATCHING - KEYS

ACCOUNTING AND BOOKKEEPING

1. q
2. a
3. b
4. u
5. p
6. d
7. c
8. t
9. e
10. f
11. g
12. r
13. s
14. o
15. n
16. m
17. l
18. k
19. j
20. i
21. h

SHORTHAND

1. e
2. d
3. c
4. f
5. b
6. g
7. a

GREENHOUSE

1. b
2. a
3. c
4. e
5. d
6. f
7. g
8. h
9. i
10. j
11. k
12. l

MASONRY

1. g
2. k
3. j
4. i
5. h
6. l
7. f
8. e
9. m
10. n
11. d
12. o
13. p
14. r
15. c
16. b
17. q
18. o

PLUMBING

1. a
2. g
3. c
4. f
5. e
6. d
7. i
8. b
9. h

WALL COVERING

1. a
2. c
3. d
4. f
5. e
6. k
7. b
8. t
9. v
10. s
11. q
12. p
13. r
14. u
15. m
16. n
17. o

WALL COVERING (cont.)

18. l
19. j
20. i
21. h
22. g

PRELIMINARY HEALTH EXPLORATION

1. ii
2. aa
3. z
4. cc
5. dd
6. g
7. h
8. i
9. j
10. k
11. l
12. m
13. b
14. d
15. c
16. a
17. o
18. n
19. s
20. p
21. r
22. w
23. u
24. t
25. x
26. y
27. e
28. f
29. q
30. bb
31. ff
32. ee
33. v
34. gg
35. hh

MEDICAL PATIENT CARE

1. aa
2. r
3. a
4. p
5. o
6. w
7. v
8. u
9. t
10. s
11. x
12. y
13. z
14. b
15. c
16. d
17. e
18. f
19. h
20. j
21. k
22. l
23. n
24. m
25. g
26. a
27. i

MEDICAL EMERGENCY SERVICES

1. j
2. f
3. g
4. e
5. i
6. k
7. h
8. d
9. c
10. b
11. a

MEDICAL RECORDS

1. o
2. n
3. m
4. l
5. k
6. p
7. q
8. j
9. i
10. r
11. s
12. h
13. g
14. t
15. f
16. e
17. u
18. d
19. c
20. b
21. v
22. a

DENTAL CARE AND SERVICES

1. o
2. c
3. p
4. i
5. b
6. a
7. q
8. d
9. g
10. e
11. f
12. n
13. k
14. j
15. h
16. l

PROJECT DISCOVERY MATCHING - KEYS
Page 2

BIOLOGICAL SCIENCES

1.	h
2.	c
3.	b
4.	a
5.	d
6.	e
7.	f
8.	i
9.	g
10.	s
11.	t
12.	o
13.	u
14.	n
15.	j
16.	v
17.	w
18.	m
19.	y
20.	x
21.	z
22.	aa
23.	bb
24.	cc
25.	dd
26.	q
27.	p
28.	ee
29.	k
30.	l
31.	ff
32.	r

AUTO BODY REPAIR

1.	a
2.	i
3.	g
4	h
5.	f
6.	d
7.	e
8.	c
9.	b

SO YA WANNA BE AN ARTIST

1.	g
2.	f
3.	e
4.	h
5.	d
6.	i
7.	j
8.	b
9.	c
10.	a

COSMETOLOGY

1.	m
2.	n
3.	v
4.	u
5.	t
6.	o
7.	p
8.	q
9.	r
10.	s
11.	l
12.	a
13.	f
14.	b
15.	c
16.	e
15.	d
18.	h
19.	g
20.	i
21.	k
22.	j
23.	w
24.	x

SALES REPRESENTATIVE

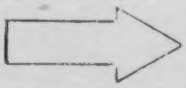
1.	b
2.	d
3.	e
4.	c
5.	a

SYSTEMS ANALYST - KEY

2. Answer: LOVE

FLOW PROCESS CHART

Answers: 1.



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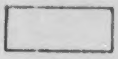

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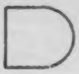

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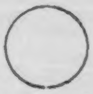

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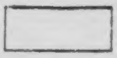

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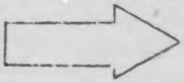
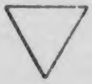


7.



THE BARBER BUDGET BALANCES - KEY

1. $5.23
2. 1.7
3. $8.50
4. $ .39
5. .1
6. $158.40
7. .60
8. .2
9. 2
10. $6
11. $54
12. 264
13. $45
14. $990
15. $11,880
16. $6
17. $132
18. $1,584
19. $10.296

THE BEAUTICIAN BUDGET BALANCES - KEY

1. $192
2. $42
3. $21
4. $108.50
5. $260
6. $90
7. $40.50
8. $153.25
9. $239 base pay of $90
10. $59
11. $29.50 commission
12. $140.50 total (salary plus tips)

THE INTERIOR DECORATOR MINI-PACKAGE - KEY

1. 10' x 8' = 80 sq. ft.
2. 80 ÷ 30 = 2.6 or 3 rolls
3. $10.59 x 3 rolls = $31.77
4. $7.00 x 3 rolls = $21
5. $31.77 + 21.00 = $52.77
6. 10' x 12' = 120 sq. ft.
7. 120 ÷ 9 = 13.33 sq. yds.
8. $13.33 sq. yds. x $10 = $133.30
9. $1.75 per sq. yd. + $1.25 = $3 per sq. yd. for labor and padding
   $13 per sq. yd. for the carpet
   $13 x 13.33 sq. yds. = $173.29
10. 72" x 2.5 = 180" width
11. 80" + 12" for hem allowance = 92" length
12. 180 ÷ 48 = 3.7 round to 4 lengths of 48" material
13. 92" x 4 lengths = 368 inches
    368" ÷ 36" (yd.) = 10 yds. 8 in. material needed
14. Buy 10¼ yds.
    10.25 yds. x 5.50 = $56.3750 or $56.38

NEWS CARRIER MINI-PACKAGE - KEY

A. $14.94

B. Recruit more customers.

THE RETAIL BUYER MINI-PACKAGE - KEY

2. summer; fall; winter; spring
3. End of summer: swimming, boating equipment, camping equipment
   End of fall: hunting gear
   End of winter: equipment related to winter sports: skiing, skating, ice fishing, etc.
   End of spring: baseball equipment and other spring sports (probably would not be as much on sale as many spring sports continue into the summer months)

SCORE A IN ACCURACY

KEY

1. a. Thousands
   b. Tens
   c. Ten thousands
   d. Hundred thousands
   e. Millions

2. a. 7
   b. 6
   c. 3
   d. 4
   e. 5
   f. 8
   g. 9
   h. 10
   i. 1
   j. 2

3. a. Blaylock, C.
   b. Demarcus, J.
   c. Doe, J.
   d. Edeskuty, A.
   e. Edeskuty, P.
   f. Gruman, E.
   g. Grummons, D.
   h. Johnson, C.
   i. Johnston, C.
   j. Larson, V.
   k. Maslewski, J.
   l. McPherson, D.
   m. Mills, G.
   n. Ostlund, E.
   o. Rolbiecki, A.
   p. Rolbiecki, J.
   q. Schmidt, W.
   r. Summers, M.
   s. Trangle, A.
   t. Zurawski, A.

4. a. M348-124012
   b. M348-214368
   c. M384-222416
   d. M591-280164
   e. M653-124011
   f. M653-124012
   g. N389-416891
   h. N389-514281
   i. N389-514282
   j. N389-516281
   k. N398-416281
   l. N399-516281
   m. SU1056-138916
   n. SU1056-318916
   o. SU1056-318917
   p. SU1056-318926
   q. SU1057-392316
   r. SU1057-412316
   s. SU1058-392163
   t. SU1066-412316

ACCOUNTING AND BOOKKEEPING
PROJECT DISCOVERY PACKAGE
Word Search

R	G	R	O	S	S	P	A	Y	X	R	E	C	E	I	P	T	S	F
E	D	P	E	R	C	E	N	T	D	X	C	A	S	H	D	D	X	D
D	E	O	A	C	H	N	T	R	C	F	D	H	D	A	T	A	T	T
B	P	S	R	Z	O	B	B	O	L	I	S	D	E	C	I	M	A	L
A	R	T	N	Z	O	N	B	W	E	C	B	D	R	C	I	M	X	A
L	E	N	D	X	L	B	C	R	R	A	D	I	M	E	K	Z	E	C
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N	I	S	I	A	U	D	I	T	L	D	S	A	S	S	X	O	D	O
C	A	X	T	N	S	S	B	E	N	E	T	P	A	Y	X	T	E	U
E	T	W	T	O	C	B	S	P	A	Y	R	O	L	L	Z	A	D	N
A	I	C	A	Z	Z	O	U	S	U	B	T	R	A	C	T	L	U	T
D	O	X	Z	G	O	O	M	T	R	J	O	U	R	N	A	L	C	S
D	N	X	Z	F	E	W	X	E	M	O	N	E	Y	D	S	T	T	D

AUTO BODY REPAIR
PROJECT DISCOVERY PACKAGE
Word Search

D	I	N	G	I	N	G	H	A	M	M	E	R	R	X	T	S
E	O	X	S	U	R	F	O	R	M	Z	X	T	A	C	W	T
N	D	L	R	U	B	B	I	N	G	T	R	S	G	O	O	R
T	E	A	L	C	A	T	A	L	Y	S	T	V	S	A	R	I
S	N	I	X	Y	E	D	G	E	A	N	V	I	L	T	K	K
X	T	R	Z	Z	B	U	T	A	N	E	T	O	R	C	H	E
P	A	I	N	T	S	L	R	U	N	P	M	A	S	K	X	R
F	I	L	L	E	R	T	O	O	L	S	U	F	I	L	L	S
P	S	S	M	O	O	T	H	C	X	Y	Z	T	F	L	A	W
L	D	D	K	N	I	F	E	S	K	X	T	D	T	T	R	R
A	C	R	A	C	K	S	A	U	T	O	B	O	D	Y	D	D
N	X	S	A	N	D	P	A	P	E	R	Z	M	E	T	A	L
E	A	R	E	A	D	O	X	I	D	A	T	I	O	N	S	S

BIOLOGICAL SCIENCE AND TECHNOLOGY
PROJECT DISCOVERY PACKAGE
Word Search

G	S	B	D	T	S	C	L	C	L	I	N	I	C	G	I	I
R	X	E	S	S	W	E	A	B	S	A	L	I	N	E	N	C
A	I	P	R	R	A	L	B	D	R	U	G	I	E	A	O	C
M	N	I	B	U	B	L	S	M	E	A	R	S	E	G	C	O
L	O	T	D	R	M	S	D	P	S	R	S	D	D	A	U	C
E	C	H	D	E	S	A	L	T	E	B	E	B	L	R	L	O
N	U	E	O	T	V	E	T	F	B	T	B	A	E	R	A	T
N	L	L	O	I	P	H	S	S	B	B	R	X	G	N	T	P
U	U	I	L	L	L	N	F	L	A	S	K	I	Q	E	E	E
F	M	A	B	M	A	C	O	M	B	I	S	T	I	X	N	R
L	B	L	A	R	Q	B	Q	S	C	A	L	E	B	B	C	T
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N	G	B	D	D	E	B	A	C	I	L	L	I	U	N	I	T

DENTAL CARE AND SERVICES
PROJECT DISCOVERY PACKAGE
Word Search

P	E	R	I	O	D	O	N	T	A	L	P	R	O	B	E
M	R	D	E	J	Q	Y	D	H	P	W	A	L	M	B	D
C	C	O	T	T	O	N	P	L	I	E	R	S	N	A	E
T	A	C	P	K	R	Z	E	I	Q	X	B	C	O	Z	G
T	O	O	T	H	P	A	S	T	E	Y	C	A	C	H	E
E	F	B	F	L	Y	A	F	J	R	Z	D	L	P	Y	H
B	G	A	G	M	S	A	G	K	S	A	T	E	E	T	H
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X	T	S	H	N	T	C	V	G	U	D	F	K	R	W	K
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Z	S	T	I	O	U	D	A	P	P	E	N	D	I	S	H
O	R	A	L	P	V	W	X	D	G	F	H	I	T	U	M

GREENHOUSE
PROJECT DISCOVERY PACKAGE
Word Search

P	A	N	X	G	S	C	I	E	N	C	E	F	L	O	W	E	R	S
E	R	C	D	R	E	D	M	I	X	L	W	S	Z	D	J	C	E	E
T	C	O	X	O	D	R	D	R	P	A	O	P	E	W	A	O	P	E
R	U	V	P	W	U	X	M	Z	L	Y	R	R	B	E	R	R	R	D
I	T	E	E	A	M	X	X	I	A	S	K	O	E	W	D	N	O	L
D	T	R	A	S	G	T	T	D	N	O	W	U	A	R	D	S	D	I
I	I	M	T	X	R	A	C	U	T	A	Z	T	N	S	S	R	U	N
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H	G	C	O	D	F	T	S	I	X	S	V	I	D	U	S	T	E	S
D	S	U	S	X	T	X	F	L	O	R	A	L	O	X	X	O	T	S
T	X	L	S	Z	A	R	A	K	E	N	H	O	E	N	V	E	I	R
D	Z	I	O	G	G	T	R	O	W	E	L	W	A	T	E	R	Z	L
D	X	T	W	Z	E	S	T	R	A	I	N	E	R	L	A	B	E	L
X	G	E	R	A	N	I	U	M	Z	X	F	I	L	T	E	R	X	Z

FILING
PROJECT DISCOVERY PACKAGE
Word Search

I	N	T	T	R	S	U	B	J	E	C	T	X	S	A	A
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D	Y	X	M	Z	O	D	Q	Y	F	I	L	E	R	F	P
E	S	C	M	E	O	E	S	U	D	Y	O	Z	N	F	H
X	T	L	X	Z	R	E	O	Z	E	A	F	S	A	I	A
I	E	E	P	E	N	I	S	R	X	N	T	S	M	C	B
N	M	R	M	A	I	L	C	S	D	T	C	T	E	E	E
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P	R	I	M	A	R	Y	G	U	I	D	E	S	E	X	L

HAIR STYLING
PROJECT DISCOVERY PACKAGE
Word Search

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C	O	M	B	A	F	R	O	C	A	P	E	S	B
D	B	S	H	A	M	P	O	O	X	Z	Y	E	E
A	H	H	M	D	S	T	Y	L	I	N	G	T	A
C	E	D	T	E	X	T	U	R	E	D	S	T	U
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D	D	C	H	W	U	O	R	C	Z	S	R	N	I
H	C	X	U	O	O	I	L	Y	L	A	A	G	C
P	A	F	D	R	Y	S	T	O	T	I	Y	T	I
I	S	I	N	K	L	W	I	G	G	X	P	T	A
N	B	A	R	B	E	R	R	Z	T	I	Z	S	N
S	D	S	C	A	L	P	D	B	R	U	S	H	T
P	E	R	M	A	N	E	N	T	X	Q	Q	T	T

MASONRY
PROJECT DISCOVERY PACKAGE
Word Search

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C	M	B	D	X	L	Z	D	L	O	T	D	D	S	T	G	O
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MEDICAL EMERGENCY SERVICES
PROJECT DISCOVERY PACKAGE
Word Search

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D	C	E	D	E	M	A	Y	Z	B	L	S	R	C
F	D	C	S	A	F	E	T	Y	P	I	N	S	T
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T	H	K	S	P	L	I	N	T	D	N	V	A	R
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A	J	M	P	R	U	W	X	G	A	U	Z	E	F
R	E	S	U	S	C	I	T	A	T	I	O	N	G

MEDICAL PATIENT CARE
PROJECT DISCOVERY PACKAGE
Word Search

T	P	R	B	D	F	A	B	C	E	S	S	G	P	R	F	D
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P	S	E	P	A	R	S	T	U	V	A	B	C	H	T	N	I
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O	O	T	F	G	D	K	R	U	S	T	B	S	S	T	E	T
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T	L	B	R	A	C	H	I	A	L	J	T	O	O	P	Q	O
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R	N	O	P	D	O	C	T	O	R	S	R	I	T	U	V	D
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H	O	S	P	I	T	A	L	T	T	R	D	S	T	B	E	D

MEDICAL RECORDS
PROJECT DISCOVERY PACKAGE
Word Search

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F O R M E G A L O C C U P A T I O N N
L I N T A K E A Z D L X A R Y S I S E
I N L Z S B B B R E I R P O P B Z S A
B S D I S Z X O C N N A E O E T B B T
R U I X N X W R A T I Y R T N B D D X
A R N I U G G A R A C Z D E R M A T O
R A D F R Z S T E L A D I E T D B B U
I N E E S D D O E X L T C H A R T D T
A C X R E T P R R C A R D I O L M N P
N E X P S S S Y X P M E D I C I N E U
T E R M I N O L O G Y S U F F I X X T
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PLUMBING
PROJECT DISCOVERY PACKAGE
Word Search

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G R S S D D E B U R R D S E V
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F C L S P F L U X L X E X B S
L O R V L V I S E A I X S O O
A P I D A U P U D S R H X W L
R P G O S N U S P T O O V F D
E E I B T I I V X I N S X I E
L R D B I O U Z Z C P E X T R
T E E X C N O O E K R E D T R
V A L V E C A P S D D D S I E
S W E A T J O I N T O I L N A
S O L V E N T D D P U M P G M
F L E X I B L E S T E E S P E
W A L L F A U C E T T O O L R
D D H A C K S A W B R A S S X
P R O P A N E S S T O R C H X
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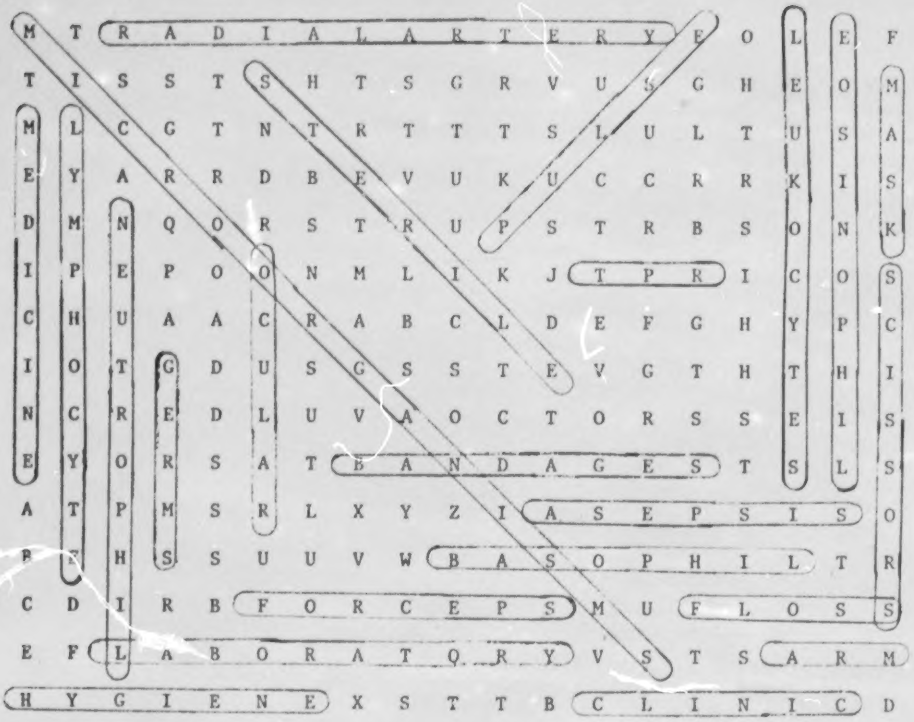
PRELIMINARY HEALTH EXPLORATION
PROJECT DISCOVERY PACKAGE
Word Search



M	T	R	A	D	I	A	L	A	R	T	E	R	Y	E	O	L	E	F
T	I	S	S	T	S	H	T	S	G	R	V	U	S	G	H	E	O	M
M	L	C	G	T	N	T	R	T	T	T	S	L	U	L	T	U	S	A
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D	M	N	Q	O	R	S	T	R	U	P	S	T	R	B	S	O	N	K
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N	C	R	E	D	L	U	V	A	O	C	T	O	R	S	S	E	I	S
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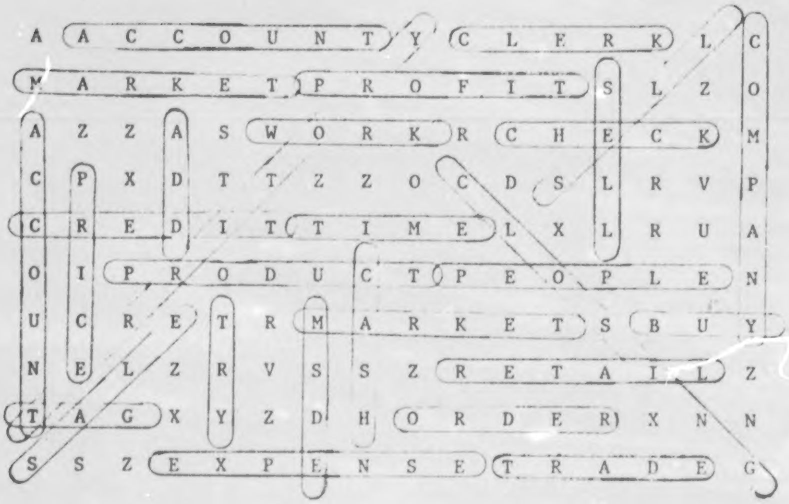
H	Y	G	I	E	N	E	X	S	T	T	B	C	L	I	N	I	C	D

SALES REPRESENTATIVE
PROJECT DISCOVERY PACKAGE
Word Search



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SHORTHAND
PROJECT DISCOVERY PACKAGE
Word Search

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SKIN AND NAIL CARE
PROJECT DISCOVERY PACKAGE
Word Search

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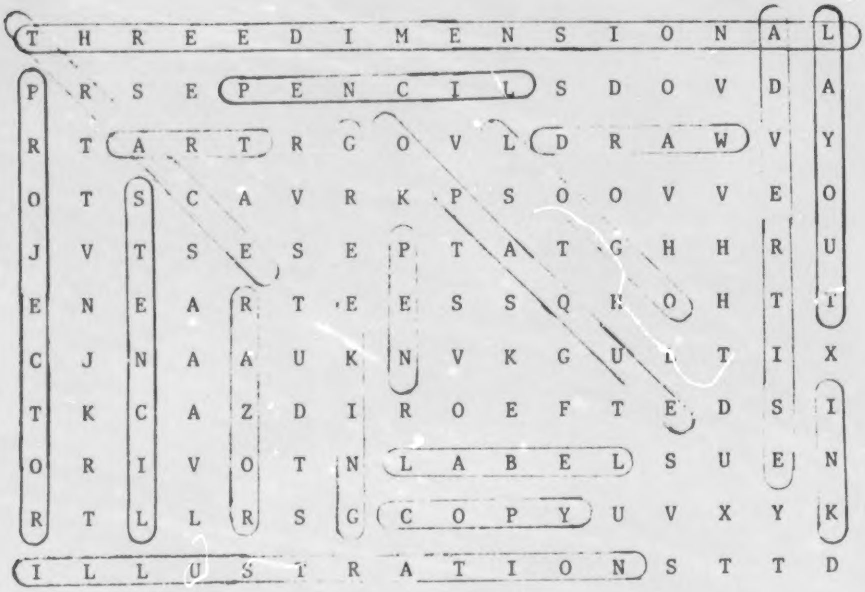
SO YA WANNA BE AN ARTIST
PROJECT DISCOVERY PACKAGE
Word Search



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WAITER/WAITRESS
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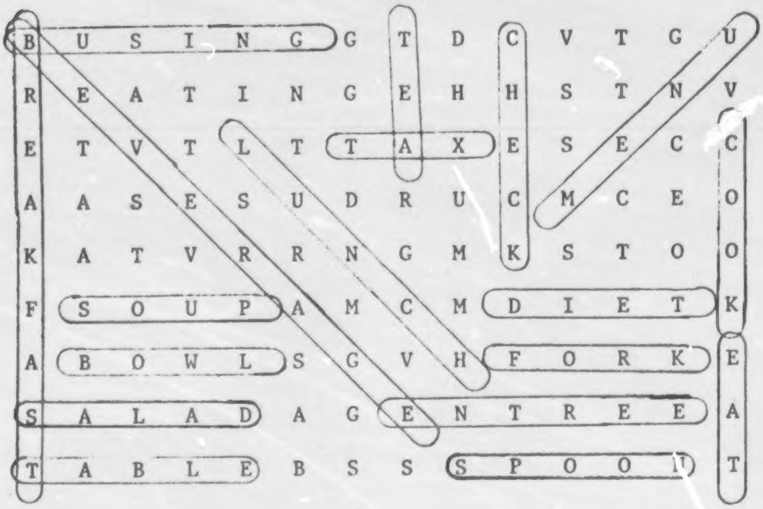
Word Search



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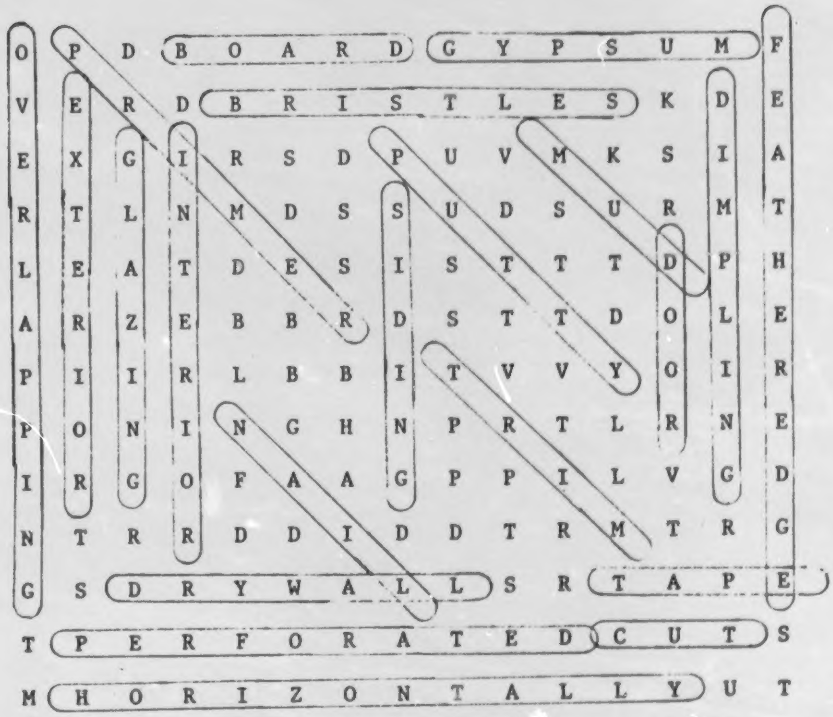
WALL COVERING
PROJECT DISCOVERY PACKAGE
Word Search



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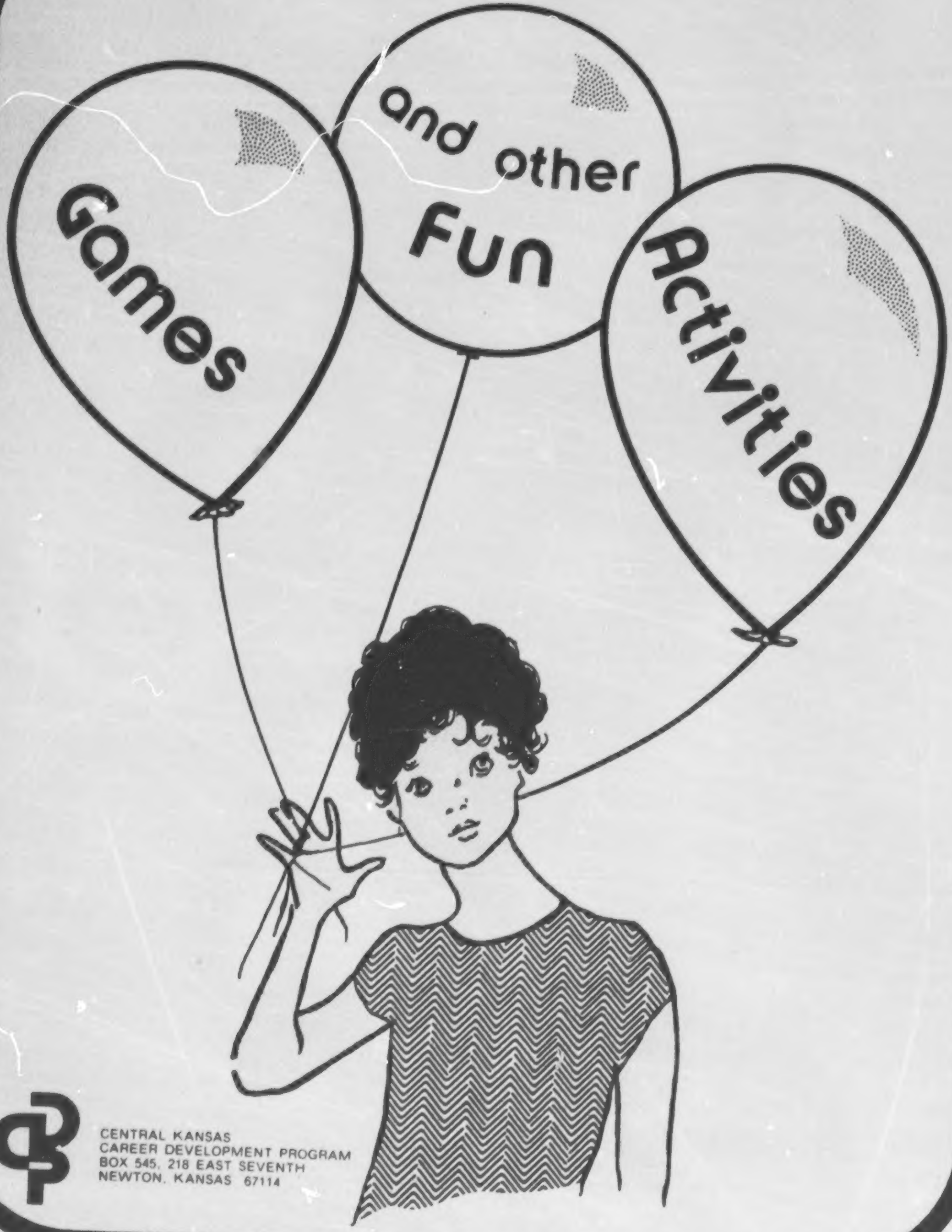

Games
and other
Fun
Activities

CENTRAL KANSAS
CAREER DEVELOPMENT PROGRAM
BOX 545, 218 EAST SEVENTH
NEWTON, KANSAS 67114

ACTIVITIES SUMMARY

GAMES AND OTHER FUN CAREER ACTIVITIES

This section of the LEADER'S GUIDE contains the following activities, sequenced in alphabetical order by title. A summary of each activity and the Kansas Guide for Career Education Objective Code is included after each title listed. Refer to Appendix 7 for definitions of codes.

COMMUNICATIONS GAMES: Students learn how important written and oral directions are using a game format. Students simulate a personnel training assignment in making a paper cup. This activity is related to the PROJECT DISCOVERY HOW TO'S ACTIVITY in this section. Objective Code IID (Page 324)

CONTINUED STORY: Students orally trace the life career development of a fictional character. Objective Code IB (Page 326)

COUNT TO FIVE AND PUN-T: Students write puns related to occupations. Objective Code: IIF (Page 326)

CROSSWORD PUZZLES: Students create crossword puzzles using vocabulary related to occupations. Objective Code: IIF (Page 327)

DIFFERING REASONS FOR WORKING: Students explore work motives using a game format. Objective Code: IIG (Page 327)

DO YOU USE MATH IN YOUR WORK? Students interview a worker who uses math skills on the job. Objective Code: IID (Page 329)

FANTASY LAND: Students rewrite a fantasy adding comments about the occupations and work attitudes of the characters. Objective Code: IIG (Page 329)

FRINGE BENEFITS: Students explore work rewards. This activity is related to the SALARY DEDUCTIONS AND OTHER PAY CHECK PROBLEMS ACTIVITY in this section. Objective Code: IID (Page 330)

GLAMOUR JOBS: Students role play or conduct a puppet show demonstrating the advantages and disadvantages of glamourous-sounding jobs. Objective Code: IIF (Page 333)

HAIKU: Students write haikus using occupational vocabulary. Objective Code: IIF (Page 333)

HUNT FOR HIDDEN CAREERS: Students make maps or flow charts of workers involved in hidden careers involved in the production and distribution of products. Objective Code: IIG (Page 334)

I LEARNED STATEMENTS: Students reflect on what they have learned about themselves and/or worker tasks. This activity could be used after students have explored Project Discovery packages or the Mini-Packages. Objective Code: IF (Page 335)

INVENTIONS: Students plan a sales campaign for one of their own inventions. They then plan a sales campaign for an invention in history, directing that campaign to people living in a particular era. This activity could be related to the TOOLS OF THE TRADE: OLD AND NEW ACTIVITY in this section. Objective Code: IIA (Page 334)

JOB CHARACTERISTICS GAME: Students play a game in which they try to think of as many jobs as possible which would relate to each of the common job characteristics. Objective Code: IIE (Page 336)

JOB CLUSTER CARD GAME: Students explore the occupational clusters using a card game format. Objective Code: IIA (Page 337)

JOB PORTRAYAL ON TV: Students examine occupations portrayed on TV and evaluate if they think these portrayals are realistic or not. Objective Code: IIF (Page 338)

JOB SAFARI: Students simulate the following: filling out an application form, writing a business letter and resume', and interviewing for a job. Objective Code: IIA (Page 340)

LET YOUR FINGERS DO THE WALKING: Students use the Yellow Pages to learn more about community resources and job opportunities. Objective Code: IB (Page 347)

THE LONG RUN: Students explore values and attitudes toward work in the role play of a poem entitled "The Long Run." Objective Code: IB (Page 348)

ME: Students write about themselves--their likes and dislikes, their goals--using a prescribed format. Objective Code: IA (Page 349)

MY FEELINGS: Students write about themselves using the following themes: I wish . . . and I used to/but now . . . Objective Code: IA (Page 350)

OCCUPATIONAL GAMES: Students explore job characteristics using a game format. Objective Code: IC (Page 351)

PASSWORD: Students play the game of Password using occupational vocabulary. Objective Code: IIB (Page 352)

PERSONALITY TRAIT ROLE PLAY: Students think of antonyms of personality traits listed and then role play workers demonstrating both good and bad traits. Objective Code: IB (Page 352)

PEOPLE I'VE READ ABOUT: Students research the life of a famous person and trace the person's life career development. Objective Code: IB (Page 353)

PHYSICAL CHARACTERISTICS RELATED TO JOBS: Students identify some of the physical factors which influence their own career development. Objective Code: IB (Page 353)

PROJECT DISCOVERY FOURSOME'S: Students become acquainted with the Project Discovery packages using a card game format. Objective Code: IIA (Page 354)

PROJECT DISCOVERY HOW TO'S: Relate this activity to the COMMUNICATIONS GAMES in this section. Students demonstrate communication skills by demonstrating what they are learning how to do in exploring Project Discovery packages. This activity could be used to introduce the package and could be used as a student record of what he/she will explore. It could be used as a means of recording exploration experiences along with the Project Discovery Activity Completion Forms (Appendix 5a and 5b) and/or the I LEARNED STATEMENTS in this section. Objective Code: IIA (Page 359)

PROPAGANDIZE: PROMOTE A PRODUCT! Students apply the seven propaganda techniques in setting up their own advertising campaigns. Relate this to the Project Discovery Advertising and Editorial Design Package. Students could also promote packages using this activity format. Objective Code: IIA (Page 365)

PUNCTUATION SOCIO-DRAMA: Students demonstrate knowledge of punctuation rules in copy related to life career development. Students role play the drama. Objective Code: IID (Page 368)

PUPPET SHOW: Students make up puppet shows about occupations and perform for younger children in the school. Objective Code: IIF (Page 372)

QUESTION BASEBALL: Students explore occupational vocabulary using a baseball game format. Objective Code: IIF (Page 372)

RUN AND DRAW: Students demonstrate knowledge of occupations using a game format. Objective Code: IIF (Page 373)

SALARY DEDUCTIONS AND OTHER PAY CHECK PROBLEMS: Students relate this activity to the Project Discovery Accounting and Bookkeeping package on Payroll. The following areas are covered in this activity: Social Security, Withholding Tax section of a pay check, and math problems related to pay checks. Objective Code: IID (Page 374)

SCHOOL-WORK GAME: Students name as many jobs as possible which would make use of knowledge learned in school subjects using a game format. Objective Code: IID (Page 379)

SCRAMBLED SENTENCES: Students unscramble word cards to build sentences related to the Project Discovery packages. Objective Code: IIF (Page 379)

SCRAPBOOK: Students make a career scrapbook. Objective Code: IIG (Page 381

A SKELETON STORY--RATTLE YOUR BRAIN: Students fill in parts of speech in copy related to a fictional character's first day on the job. Objective Code: IID (Page 381)

SYLLABLE CHARADES GAME: Students play syllable charades using occupational titles. Objective Code: IIA (Page 382)

TELEPHONE DIAL PUZZLE: Students use the telephone dial to make up puzzles using occupational vocabulary. Objective Code: IID (Page 383)

TOOLS OF THE TRADE--OLD AND NEW: Students describe the differences among occupations in terms of tools used using a game format. Students trace the history of tools and predict the future of certain tools. Objective Code: IIF (Page 383)

TRAINING OPPORTUNITIES CHARTS: Students research the training requirements for occupations of their choice. Students are made aware of the jobs that elementary, high school, vocational-technical school, on-the-job training, and/or college training would satisfy. Objective Code: IIF (Page 384)

UNEMPLOYMENT CASE STUDIES: Students study the definition of the term "unemployment[illegible] This activity is related to the LABOR ECONOMIST AND HISTORIAN MINI-PACKAGE, EXPLORING CAREER CLUSTERS SECTION. Students apply knowledge about government aid to the unemployed to selected case studies. Students make suggestions on how these persons might cope with stress. Objective Code: IB (Page 385)

WHAT IF'S: Students communicate orally and in writing on hypothetical situations related to the world of work. Objective Code: IB (Page 387)

WHAT YOU'VE ALWAYS WANTED TO KNOW ABOUT QUITTING A JOB: Students discuss guidelines on how to change jobs. Then they do role plays involving characters who plan to quit their jobs. Objective Code: IB (Page 388)

WORD SEARCH GAMES: Students explore occupational vocabulary using a game format. Objective Code: IIA (Page 392)

WORK IN ANOTHER COMMUNITY: Students explore occupational possibilities in other communities. They write letters to Chambers of Commerce inquiring about job opportunities. Relate this activity to the GEOGRAPHY AND ITS EFFECT ON LIFE STYLE in the EXPLORING SELF SECTION. Objective Code: IIG (Page 397)

WORK PAPERS SCAVENGER HUNT: Students build up a supply of actual business and work forms. This could be related to the TOOLS OF THE TRADE activity in this section. Students are asked to explain the use of the forms they acquire. Objective Code: IID (Page 398)

WORK WORD SCRAMBLE: Students unscramble words related to the world of work. Objective Code: IIF (Page 403)

WORKER ADDRESSES: Students explore occupational vocabulary using a humorous HINK-DINK format. Objective Code: IIF (Page 398)

WORKERS ORGANIZE. WHY?: Students simulate a strike and subsequent bargaining session. Objective Code: IB (Page 397)

COMMUNICATIONS GAMES

Objective: To realize that education and work are inter-related

Here are some ideas for showing students how important written and oral directions are. Each activity can lead into discussion of training programs in various occupations with specific emphasis on the format used in Project Discovery. This activity leads to the Project Discovery HOW TO exercises.

1. Choose two students to come to the front of the room. Let one person face the chalkboard ready to draw. The other person should face away from the board and be given a diagram of some sort, perhaps a line drawing with circles and arrows. The person with the drawing will explain to the student at the board what to draw. Neither person should turn around during the activity. In some cases, if the directions given were clear, the drawing on the board may be similar to the original. In other cases, the drawing may be a bit off. Discuss the importance of giving clear directions. Have students name various situations in which such communication is vital.

2. Explain to the class that they will be making paper cups. (See directions on the next page.) Divide the class into four or five groups. Give one group written directions only, one group illustrations only, one group both written and illustrated directions, and demonstrate for one group. Have the groups compare the various methods of learning the activity. Test the cups by pouring water in them! Which group had the most difficulty? Why? Which training method was the most popular? Why? Note: If this activity is too difficult for the students, find a "how to" diagram of an object that is easier.

3. Invite speakers into the school to discuss the on-the-job training programs in their companies or organizations. Have them discuss the methods used in training.

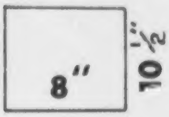
4. Ask each student to pick an activity (skill, hobby) which he/she is fairly proficient in and then write directions for that activity. Suggest things such as: mixing cookie dough, making model airplanes, setting a table, baiting a fish hook, using a yo-yo, or swinging a tennis racket. Have students exchange directions and try the various skills. Then let each person demonstrate the skill with one other person. Allow time for the class to discuss the method they preferred and why. Is it important to be able to understand both written and oral directions? Have them list some situations in which either or both kinds of communication are important.

5. Draw a map of how to get to a certain spot and see if a classmate can read and understand your directions by trying to get there.

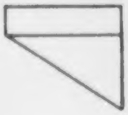
How to fold a paper cup:

Use a sheet of paper 8" x 10½"

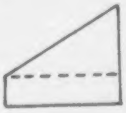
1. Place the paper in front of you on a flat surface so that the 8" side is at the bottom edge.



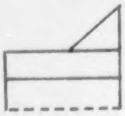
2. Fold the lower left hand corner up so that the bottom edge and left edges meet to form a triangle.



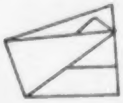
3. Turn the paper over and upside down so that what was the top edge and left edges meet to form a triangle.



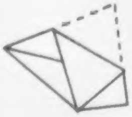
4. Fold the lower edge up so that it is even with the paper edge underneath, forming about a 1½ inch flap.



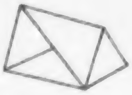
5. Fold the lower left corner so that it is midway between the upper right point and the top of the folded flap.



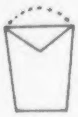
6. Fold the upper right corner down to meet what now is the lower left corner.



7. Separate the lower right corners, folding in opposite directions.



8. See if the cup will hold water.



CONTINUED STORY

Objective: To recognize and identify some of the individual and environmental factors which influence career development

1. Start around a circle by introducing a fictional person. Tell a story of his/her life career development. For convenience, start at age 12 with a hypothetical family background. Break off the story and let the next player tell more about this person. This continues until the fictitious worker is age 65. The last player has the responsibility of winding up the tale.

2. Students should analyze this character's life style and values. Ask them if they would consider his/her life to be well-balanced, fulfilled?

COUNT TO FIVE AND PUN-T

Objective: To describe differences among occupations in terms of the nature of tasks performed.

A. Write puns such as the ones listed below. This is a good activity to do when you have a few minutes left at the end of the class period or if you finish another activity ahead of the rest of the class. Here are some examples:

I wanted to be a cosmetologist, but I got the brush-off.
I tried to be a mechanic, but it became a drag.
I wanted to be a mortician, but the competition was too stiff.
I want to be a secretary, but decided I wasn't the type.
I wanted to become a designer, but I wasn't well suited for the job.
I wanted to be a composer, but couldn't arrange it.

B. Work the following pun exercise. Have the students compose more of these.

1. "Hand me the other knife," said the surgeon ______ly.
2. "These poor plants need water desperately" the greenhouse worker said _______ly.
3. The beekeeper was _______ly preparing for a midnight madness sale.
4. The stewardess said the night flight was recommended ________ly.
5. The secretary was busy taking dictation and said she'd type the letter _______ly.
6. Singing _______ly despite the rainy, windy weather, the meteorologist arrived at the TV studio fifteen minutes late.
7. The painter told the joke _______ly and nobody laughed.
8. _______ly, the accountant began putting the books in order.
9. The company _______ly underestimated the sales ability of the new trainee.

COUNT TO FIVE AND PUN-T

Page 2

10. The zoologist was ______ly looking for the tiger which had escaped from the college laboratory and zoo.
11. The wool manufacturer read the memo ______ly in front of the television camera.
12. The clerk in the music store turned to us and ______ly asked us to leave because we were carrying food and drinks.
13. The hair stylist ______ly said that the bouffant hairdo was gauche.

CROSSWORD PUZZLES

Objective: To relate hobbies, games, and activities to self-knowledge

Create crossword puzzles using the vocabulary of hobbies or activities in which you have an interest. Exchange puzzles with classmates or bind the puzzles into a book for the class to use.

DIFFERING REASONS FOR WORKING*

Objective: To recognize the personal and social significance that work has in the lives of individuals at varying levels within the occupation structure

1. Ask the students to think of as many reasons as they can that people have for working. Write these on a large piece of newsprint.

2. Read from the following list of work motives. Ask students to raise their hands when they agree that the reasons read seem like a major motivation for work. Keep score. When students disagree, have them shake their heads.

   Possible work motives:

   How many of you feel that most people work mainly for the basic needs of food, shelter, and clothing?

   How many of you feel that people work because they feel it is a moral obligation or duty?

---

*This activity was adapted from an activity developed by Sunny L. Hansen, Mary K. Klaurens, Mary Spiegelberg, and Wesley Tennyson found in Project Teacher Education for Career Education: Modules 1-3 (Minneapolis, Minnesota: University of Minnesota, 1973).

DIFFERING REASONS FOR WORKING

Page 2

How many of you think people work because they want to improve their socio-economic status?

How many of you think people work because it gives them a certain self-esteem?

How many of you feel that people work because it gives them a chance to earn and maintain a preferred life style?

DO YOU USE MATH IN YOUR WORK?

Objective: To realize that education and work are inter-related

Observe a person on the job (your parent, relative, neighbor, or school worker) for a few hours. Did the worker use any math skills on the job? Fill in the following observation sheet and share your answers with the class:

1. Occupation being observed: ____________________________________
2. What is the person doing on his or her job? (Be specific) ____
   ____
3. Did he or she use any mathematics skills? Yes______ No_______
4. Did it seem to play a large or important part in the job?
   Yes______ No______ Why? _____________________________________
5. What kind of mathematics skills were used?
   Addition_________
   Subtraction______
   Multiplication _______
   Division_______
   Other (specify if possible) ________
6. Did the person seem to like his or her job?
   Why?/Why not? ____
   ____
7. Do you think the person is doing a good job? _______
8. Would you like to have a similar job? Why or why not? _______
   ____

FANTASY LAND

Objective: To recognize the personal and social significance that work has in the lives of individuals

Rewrite a children's story, the Little Red Hen, for example, adding comments about the occupations of the various characters, their working hours, lifestyles, etc. Then retell your story to the class, using voice changes and bodily action, pretending the class members are young children.

FRINGE BENEFITS

Objective: To realize that education and work are inter-related
Relate this activity to Paycheck Problems

1. Brainstorm with the students on possible fringe benefits their future employer might provide. The list might include:

   Health: First aid, health services in company, pre-employment physical examinations, periodic examination of employees, sick leave, vacation time

   Insurance: Life insurance, medical, surgical and dental plans, prepaid drug programs, mental health care

   Financial Services: Credit unions, profit sharing, stock purchase plan, bonus on savings, lending program, payment of moving expenses

   Counseling Services: Consulting psychologists on duty to help employees

   Legal and Accounting Services: Help with tax problems and other legal problems

   Recreational Services: Bowling teams, social functions

   Other: Child care facilities at the company, housing, transportation, discounts on products

   Food Service: Snack bars, cafeterias

   Christmas gifts and bonuses

   Pension Plan

2. Have the students interview an adult on the fringe benefits he/she receives on the job. Report these to the class.

3. Point out that fringe benefits have a dollar value. Suppose you are offered $3.50 per hour plus benefits equal to $1.00 an hour. What is your true gross wage?

   ____

4. Jack Jamison is married and is considering a job in a plant for $5.00 an hour. He asked his prospective employer what the fringe benefits would be in addition to the $5.00 per hour. His employer listed the following:

   Company snack bar
   2 weeks paid vacation
   Paid-up group health insurance
   Company health program on the grounds

Workmen's compensation
Life insurance for $10,000
8 paid holidays
Refund if you want to take courses at the community college

The personnel officer indicated that all the benefits are worth about $2500.00 per year.

Jack wants to take advantage of all benefits including the refund on tuition he will use to take a course in typewriting at the community college.

5. Jack will work 40 hours per week at $5 per hour. His weekly gross pay would be ________________.

6. His annual pay with no fringe benefits would have been ______________________.

7. His monthly pay with no fringe benefits would have been ______________________.

8. His annual pay with benefits will be ________________.

9. His true hourly wage for 52 weeks (40 hour week) would be __________________.

10. Visit a company and inquire about their fringe benefits, or have an employer come in to discuss fringe benefits.

FRINGE BENEFITS - KEY

3. $4.50 per hour

5. $200

6. $200 x 52 = $10,400

7. $866.67

8. $10,400 + $2,500 = $12,900

9. 52 weeks x 40 hours = 2,080 hours
$12,900 ÷ 2,080 hours = $6.20

GLAMOUR JOBS

Objective: To describe differences among occupation

Add to this list of glamourous-sounding jobs. Then in humorous role play or puppet shows demonstrate both the advantages and disadvantages of each job.

test pilot
detective
actor/actress
Olympic swimmer
professional football player
concert pianist
jockey
model

HAIKU

Objective: To describe differences among occupations

Write haiku such as the ones below for different occupations. Haiku is three lines of verse with the first and third lines having five syllables, the second line having seven syllables. Make them funny or serious.

The waiter arrives
Smiling, serving, and spilling
Customers freak out.

Behold the plumber
Threading, mending, and swimming.
Alas, it still leaks.

An artist is one
Who can capture images
Of things you can't touch.

HUNT FOR HIDDEN CAREERS

Objective: To recognize the personal and social significance that work has in the lives of individuals at varying levels within the occupational structure

1. Ask each student to list all the workers whose contributions affect his life between the time he gets up in the morning and the time he gets to school. Split the class into groups to compare lists and to try to determine if one category is more important than the others, giving reasons for the choices.

2. Make maps or flow charts with workers involved. Here are some samples:

   Trace the delivery of a letter from one side of town to another.

   Trace the pick-up and disposal of refuse in the community.

   Trace the bottle of a soft drink from manufacturer to table.

INVENTIONS

Objective: To apply basic educational skills in performing simulated work activities of a creative, organizational, and operative nature

1. Name all the possible uses for:
   - 5 feet of rope
   - a toothbrush
   - an empty glass jar
   - a spool of thread
   - an empty crisco can and lid
   - a spring-type clothes pin
   - a hoola hoop
   - a wheel barrel
2. Choose your favorite object from above. Draw up an advertisement for this product.

3. Research the history of an invention. Plan a sales campaign for that particular invention. For example: Assume you were hired by Alexander Graham Bell to advertise the telephone in 1876. Write your advertisement to sell the telephone to people in that period of history.

I LEARNED STATEMENTS*

Objective: To modify or clarify one's self-concept in light of hands-on experience.

Instructions: Fill this in after exploring a Project Discovery Package or a Mini-Package.

I learned that I

I was surprised that I

I relearned that I

I realized that I

I was pleased that I

I was displeased that I

I wonder if I

---

*Adapted from a values clarification activity by Jerry Weinstein, Center for Humanistic Education, University of Mass., cited in Sidney Simon, Values Clarification (New York: Hart Publishing Co., 1972).

JOB CHARACTERISTICS GAME:

Objective: To describe differences among occupations in terms of the nature of the tasks performed

Play a game in which students try to think of as many jobs as possible which would relate to each of the common job characteristics and requirements listed below: (The teacher may want to use a spelldown format for the game.) Name at least one occupation which fits the characteristic called out. Have students use the Job Bank, Appendix 1, as a reference.

1. High level of responsibility: requires making key decisions involving property, finances, or human safety and welfare.
2. Jobs widely scattered: jobs located in most areas of the United States.
3. Jobs concentrated in one or a few geographical locations.
4. Competitive: competes with other people on the job for recognition and advancement.
5. Requires physical stamina: must be in physical condition for continued lifting, standing, and walking.
6. Works with details: works with technical data, numbers, or written materials on a continuous basis.
7. Able to see physical results of work: Work produces a tangible product.
8. Opportunity for self-expression: freedom to use one's own ideas.
9. Generally confined to work area: physically located at one work setting.
10. Motivates others: must be able to influence others.
11. Overtime or shift work required: works hours other than normal daytime shifts.
12. Work is closely supervised: job performance and work standards controlled by supervisor.
13. Directs activities of others: work entails supervisory responsibilities.
14. Exposed to weather conditions: works outside or is subject to temperature extremes.
15. Repetitious work: performs the same task on a continuing basis.
16. Helps people: assists people in a helping relationship.
17. Works with ideas: uses one's intellect to solve problems.

JOB CLUSTER CARD GAME[1]

Objective: To explore occupational clusters using a game format

1. Make a sign for each cluster on regular size paper. Use clusters from Occupational Clusters, Appendix 6, or use the headings in the Job Bank, Appendix 1. Write the job names on fifty-two 3 x 5 cards using the Job Bank as a reference.

2. Shuffle the cards. Deal the cards to 4 players. Keep cards face down. Have only one cluster sheet on the table at one time. Place the sheet on the table with letters showing. Take turns on turning over cards. If the card matches the cluster name, leave the card on the sheet. Keep adding more clusters. The object of the game is to end up with the least number of cards.

Variation, Job Cluster Card Game:[2]

Have students make cards for five jobs within each cluster. As the card game progresses, students know if something is wrong if more than 5 cards appear on any one cluster sheet. Students continue to check the Job Bank/Appendix 1 to check for discrepancies. Each group of students start the game by playing 2 rounds on 3 sheets. After each round, they add another cluster sheet until all clusters are used.

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[1] Adapted from an idea in Kansas City, Kansas, District 500, Career Education Handbook of Suggested Activites: Vocational Education Exemplary Program 4-6 (Kansas City, Kansas: Career Education Staff, USD 500, 1972).

[2] Idea from Jan Preston, Teacher, Santa Fe Middle School, Newton, Kansas, 1976.

JOB PORTRAYAL ON TV

Objective: To describe differences among occupations in terms of tasks performed and to recognize the personal and social significance that work has in the lives of individuals

1. Fill in the chart entitled Job Portrayal on TV. Consult the TV Guide.

2. After filling out the chart, write your own TV drama or situation comedy, using an existing format, (for example, a story about a single woman living in a big city, working for a small TV studio), or create a new format, (for example, a married couple living in a small Kansas town--the husband farms, and his wife is a homemaker. They have two children, ages 4 and 6). Present your dramas to the class or video-tape, if possible.

3. Invite someone to speak to the class who has an occupation similar to one portrayed in a TV drama. Find out how realistic the TV version of the job is.

JOB SAFARI

Objective: To identify and demonstrate job acquisition skills

A. Filling Out an Application Form

1. Tell the students they have been asked to make up an application form for the ______________________________ Company in your community. Have them list the questions that they feel should be included on this form. After the students have prepared the form, obtain an actual application form used by this company. Compare the two forms. Discuss the types of questions asked. Discuss reasons for asking certain questions in application forms.

2. Invite a resource person in to speak to the class on the importance of neatness and honesty in filling out an application form.

3. Hand out samples of application forms from local businesses. Ask the students to fill out a sample application form. Use the *Instructions for Filling Out Applications Forms* as a guide.

How to Fill Out Job Application Forms*

1. Always get at least two copies of the application form. Print the first application form copy (your draft copy) as neatly, accurately, and completely as you can in pencil. The second copy is your final copy. Print this one in ink or use a typewriter.

2. At the bottom of most applications, you are asked to certify that the information is truthful. Do not fabricate, but do be positive. Examples: If your health is normal, write "excellent." If you write "good," the employer may think you have health problems. If your health isn't normal, interpret the facts in a way that won't shut you out. Depending on the severity of your problem, use such answers as: "No problem which affects my working ability or attendance."

3. If your class standing is low, do not just write "in lowest quarter of the class." Continue on to add a positive point, such as that your grades improved during your last semester of school, or that you did well in a subject related to the job.

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*Adapted from an article in *Career World*, February, 1976 (Highwood, Ill.: Curriculum Innovations, Inc.)

Job Portrayal on TV

Watch several television shows and list occupations portrayed. Fill in the chart below:

Name of Show	Occupation Portrayed	Life Style Portrayed (Geography)	Problems on the Job	Do you think the show is realistic? Why or why not?
Example: Mary Tyler Moore	TV Producer	Lives in large city; single	Getting along with co-workers	Much humor; some realism

4. When specifying the type of work desired, be specific without limiting your chances for more than one opening. For instance, if you can type, don't just write "clerk." Instead, "clerk-typist or related clerical position." If you don't mention a related position, you might be overlooked for a job as a receptionist or a file clerk. Do not write "any work considered."

5. Unless you know what the job pays, a good answer to the salary question for beginners is "prevailing wage," and for experienced applicants, "open for discussion."

6. When are you available for work? Beginners should say "immediately," presently employed workers, on "two-weeks' notice." (See the activity entitled What You Have Always Wanted to Know About Quitting a Job). Unemployed applicants with experience can say "to be arranged in the interview."

7. Reasons for leaving previous jobs should emphasize the positive: "opportunity for advancement" or "sought broader experience." Avoid negative reasons: "poor working conditions" or "unreasonable supervisor."

8. Make it easy for the employer to contact you. If necessary, arrange for a back-up telephone number with a friend. If an employer cannot reach you after several tries, he or she may give up.

9. Complete all items that need an answer, even if you have to check with former employers or elsewhere for the information.

10. Check your penciled draft copy carefully for errors in spelling, punctuation, and grammar. Get help if necessary. Ask for a qualified person to review your draft before beginning to fill in your final copy in ink or with a typewriter.

11. When you are satisfied, neatly print in black ink, or type, the second copy. Return it to the employer. Keep your penciled copy for future use, and review it for the interview.

In summary, make each application a positive and orderly picture of you and your abilities. Consider the application as a sample of your work. If it is neat, complete, and accurate, the employer will view you as a person who does high quality work. But if it is a sloppy mess, the employer is likely to think of you as a person who does not care, does not try, and does not know the kind of applicant employers try to avoid.

B. Writing a Letter and Resume'

1. You are _________ years of age (10 years from now).

2. You were just hired as a _______________________.
(Choose a job you would most like to have 10 years from today).

3. Write a letter applying for this job. Use the Form for Business Letter as a guide.

4. Write a resume' to accompany this letter. See Sample of a Resume'.

5. Write an application letter and resume' in applying for a part-time job you would like to apply for using the Help Wanted Section of your local paper.

C. Interviewing for a Job

1. Break the group up into pairs. Set the mood for role playing with such questions as:

   a. Have you ever been an applicant for a job?

   b. What were your feelings?

2. Give each pair of students a hypothetical job interview situation or have the students make up one. Have one student act as employer and the other act as an applicant for a job. Use the Y-O-U and the Interview Guide. Have the students demonstrate both positive and negative behavior. Switch roles.

3. Have the students participate in the Personality Trait Role Play activity.

FORM FOR BUSINESS LETTER*

margin

your address
(heading)
city, state, zip

date

Company (or person) written to
address (inside address block)
city, state, zip

Dear------------: (The salutation)

(State exact job you want)

Describe your abilities, skills, interest)

(Education and training: Student may make this up)

(One reference: A person who knows you and would speak well of you)

(Ending: Let the employer know you will come in for an interview or send more information about yourself)

Sincerely,
(Closing)

Your name
(Signature)

(body of letter)

(margin)

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*Wichita Public Schools, CEAK Project (Wichita: Wichita Career Education Consortium Curriculum Services Division, Wichita Public Schools System, Kansas, 1974).

SAMPLE OF A RESUME'

Jane Gruen
May 28, 19__

Personal Data

Age:	17	Health Status:	Excellent
Height:	5' 9"	Telephone:	672-6337
Date of Birth:	6-16-53	Marital Status:	Single
Weight:	132 lbs.	Address:	325 Grove Blvd. Newton, Kansas 67114

Education

Townsend Elementary School

Newton High School: I will graduate in June 1976. I am taking a business education curriculum in secretarial science studies. I have served as President of the Future Business Leaders of America, have maintained a "B" average, can type 62 words per minute, and can take shorthand at 110 words per minute.

Experience

General clerk: Model Shop of Newton, 1974

Part-time file clerk: Grand Manufacturing Company, Newton, 1975

Part-time sales clerk during holiday season: Jay's Dress Shop, Newton, 1974

References (by permission)

Mr. John Doe, Personnel Director, Grand Manufacturing Company, 415 Simpson Avenue, Newton, Kansas 67114

Mrs. Nita Marcin, Office Manager, Model Shop of Newton, Newton, Kansas 67114

Mr. Joe Nedbalek, Counselor, Newton High School, 315 Whittle Boulevard, Newton, Kansas 67114

Y-O-U and the Interview*

When applying:

1. Be on time: Arrive at least 5 to 10 minutes before the appointed time.
2. Come to the interview alone. The employer wants to talk to you--not your relatives or friends.
3. Learn as much as you can about the kind of work in which the firm to which you are applying is engaged. Do this before the interview so that you can tell the employer exactly why you think you would fit into his or her organization.
4. Be sure you have the interviewer's full name and how to pronounce it correctly.
5. Take inventory of yourself and know what you have to offer. Be prepared to tell your story in two minutes.

How to dress:

1. Avoid too fancy or too casual clothes.
2. Dress according to the job for which you are applying.
3. A suit and tie are usually best for a young man who will be meeting the public in such jobs as sales, clerical, etc.
4. The young ladies should especially use makeup in moderation; not too much lipstick, eye makeup, perfume, etc.
5. Both should have hair well combed and trimmed. Shoes should be conservative and well polished. Clean and Neatly Pressed Clothes Are a Must At All Times.

---

*From a pamphlet distributed by the Newton Job Opportunity Center, 526 Main Street, Newton, Kansas 67114.

The interview:

1. Greet the employer with a smile. If he or she offers to shake hands, do so; if he or she says "good morning", reply courteously. Don't sit down until directed to do so, (or until he or she sits).

2. Stress your qualifications for the job and your interest in it.

3. Avoid mention of your personal, domestic, or financial problems. Discuss only matters related to the job.

4. Be businesslike and brief. Don't slouch in your chair or lean on the interviewer's desk.

5. Give the information asked for. Let the employer take the lead in the conversation.

6. Pick up clues given you by the employer's questions or statements and use them to convince him or her that you fit the requirements for the job.

7. It is always better to ask for a specific type of job rather than saying "I'll take anything." Be flexible and willing, but indicate preferences.

8. Be realistic in discussing wages.

9. Have a definite understanding as to what is to be required of you and your employer.

10. Have all factual information about yourself ready: address, telephone number, social security card, proof of age, etc.

11. Keep up your courage if the employer doesn't hire you. You may not get the first job you seek.

LET YOUR FINGERS DO THE WALKING

Objective: To recognize and identify some of the individual and environmental factors which influence career development and to explore occupations in the community

The Yellow Pages list most business and industries in your community. Name one or more types of jobs under each of the categories below. Then under each job indicate a possible place of employment for this type of work:

I. BUILDING SERVICES
a. Job ____________
b. Name ____________
c. Address ____________
____
____
d. Phone ____________

II. MECHANICAL, INDUSTRIAL
a. Job ____________
b. Name ____________
c. Address ____________
____
____
d. Phone ____________

III. PERSONAL SERVICES
a. Job ____________
b. Name ____________
c. Address ____________
____
____
d. Phone ____________

IV. CLERICAL AND SALES
a. Job ____________
b. Name ____________
c. Address ____________
____
____
d. Phone ____________

V. MEDICAL, HOSPITALITY, FOOD SERVICES
a. Job ____________
b. Name ____________
c. Address ____________
____
____
d. Phone ____________

VI. OUTDOORS
a. Job ____________
b. Name ____________
c. Address ____________
____
____
d. Phone ____________

VII. CREATIVE ARTS
a. Job ____________
b. Name ____________
c. Address ____________
____
____
d. Phone ____________

VIII. SCIENTIFIC
a. Job ____________
b. Name ____________
c. Address ____________
____
____
d. Phone ____________

THE LONG RUN[1]

Objective: To recognize and identify some of the individual factors which influence career development

The following poem is about values and attitudes. Success or failure may depend more on these factors than on ability alone.

1. Read the poem and discuss the following:
   a. Which of the horses has values most similar to your own?
   b. What does Dan care about? Breeze? Dart?

2. Convert the poem to present tense and do a role play of the race.[2]

THE LONG RUN

There once was a race horse named Dan
Who lost every race that he ran.
He said, "I'm the best!
No, not of the rest,
But the best I can be, I am!"

There once was a race horse named Breeze
Who won when he could win with ease.
He said, "I could win
Each race that I'm in,
But why run so hard that I wheeze?"

There once was a race horse named Dart
Who won every race he would start.
He said, "I'm the best!
Make glue of the rest!
I'm too fast, too good, and too smart!"

These three horses raced in the West.
Half through it, Breeze slowed down to rest.
Dart looked back to jeer,
Tripped and fell on his ear,
And Dan, who was worst, finished best!" ---Ken Alvey

---

[1] Poem and questions cited in "Exploring Personal Needs," Exploring Careers in Child Care, Cincinnati Public Schools, Home Economics Department (Bloomington, Ill.: McKnight Home Economics Career Program, McKnight Publishing Co., 1974, pp. 12-13.

[2] Idea from Mrs. Ouida Pyle, Career Teacher, McPherson Junior High School, McPherson, Kansas, 1976.

ME

Objective: To recognize the uniqueness of each individual including oneself

When I was __________ I wanted to be a ____________________.

Now I am thinking about being a ___________________________.

But what I really like to do is ________________________________

and ___________________________ and _______________________________.

I am good at ____

____.

I could probably be good at ____________________________________.

Others tell me I'm good at _____________________________________.

I know I don't like to ____.

I have often dreamed of being a ________________________________.

Right now I think I'll explore _________________________________.

If I need help in exploring a career, I'll ask __________________

____.

MY FEELINGS

Objective: To recognize the uniqueness of each individual including oneself

1. Introduce the activity by encouraging the students to be free to write down their wishes for themselves. Wishes could engage the students' imaginations. Some of these could bring out values:

   I wish (things)
   I wish I had a . . .
   I wish (about people)
   I wish my friends would . . .
   I wish (about the school)
   I wish (about the world)
   I wish that there were no . . .

2. Use the theme "Used to/but now . . ." It helps students to think about past and present in a free and easy way. Students' lives are changing. These are dramatic changes. They happen fast. Here are some topics for students to write about:

   I used to live at ____________________ but now I live at _____________

   I didn't have a brother before, but now I do.

   I used to like to eat ________________ but now I eat _____________

   I used to want to be ____________________ but now I want to be ____________________

   I used to be in elementary school but now I am in ________________

3. Have students think of some "Used to/but now . . ." situations they would like to share.

---

*Adapted from poetry activities developed by Kenneth Koch, Wishes, Lies, and Dreams (New York: Chelsea House Publishers, 1970).

OCCUPATIONAL GAMES

Objective: To explore many occupations and to describe differences in terms of tools used, tasks performed, and skills required for entrance

OCCUPATIONAL FISH BOWL: Have the students compose 5 questions about occupations. Write these on a piece of paper and drop them in the bowl. Each player draws 5 from the bowl. The object of the game is to answer as many questions as possible.

OCCUPATIONAL QUESTIONS: Choose an occupation and research it. Do not tell anyone else what job you have picked. Choose teams and take turns having members of your team try to stump the other team, who will ask questions which can be answered either "yes" or "no." Set a time limit on how long teams may ask questions. The team guessing the most jobs with the least amount of questions wins.

OCCUPATIONAL SALAD: Prepare in advance 100 green paper lettuce leaves with the name of an occupation on each. Use the Job Bank, Appendix 1. The leader tosses the salad and then offers leaves to the guests. Players must define the occupation and tell what the worker does. The next leaf is drawn until the bowl is empty.

PASSWORD

Objective: To explore many occupations and to describe differences among occupations in terms of tools used, nature of tasks performed, and contribution of each to our society

Play the game of Password, using names of occupations. First make two copies of each card, with the name of occupations on each, so that each pair of players will be able to see the clue at the same time. Start with four players who will take turns drawing from a stack of occupational titles. Have one person act as emcee. That person will be responsible for giving each pair of contestants their copy of the secret word for that round. Clues may be given in the form of synonyms or words which describe that worker. The player is disqualified if he/she uses a form of the password in the clue. For example, if the password is writer, no form of the word could be used as a clue, such as writing or writes. To score, start with the word being worth 10 points. Then if the word isn't guessed on the first clue, it will be worth 9 points to the next person, and so on. Allow each person only one guess each time a clue is given. Switch contestants often enough so that everyone has a chance to participate. For example, allow each of the four participants to give both a clue and to answer a clue, then rotate, letting four more people play.

PERSONALITY TRAIT ROLE PLAY

Objective: To recognize and identify some of the individual factors which influence career development

Think of antonyms for each of the personality traits listed below. Then role play workers demonstrating both good and bad traits (or conduct puppet shows).

friendly
cheerful
pleasant
reliable
thorough
neat
appropriately dressed
tactful
alert

confident
optimistic
helpful
sympathetic
ambitious
self-reliant
trustworthy
persistent
sincere

honest
courteous
loyal
cooperative
poised
self-controlled
punctual
modest
patient

Add any traits which are not listed which you feel should be. Use this activity in introducing the job interview, Job Hunt Safari.

PEOPLE I'VE READ ABOUT

Objective: To recognize and identify some of the individual factors which influence career development

Do research on the life of a famous person who interests you. Write or tape a commentary on the person's life. Try to include information about how the person came to enter the occupation he/she is in, what major events shaped the course of his/her life, what hobbies the person enjoyed or enjoys, and what factors influence the life style of the individual. Find out if there is someone in the community with a job similar to a character in a book you read. Plan an interview. Have a list of questions prepared to ask the person.

PHYSICAL CHARACTERISTICS RELATED TO JOBS

Objective: To identify some of the individual factors which influence career development

1. Observe other members of your class. Note ways people differ physically. Brainstorm in a group of 3-4. List as many physical differences as you can in 10 minutes.
2. Check the school nurse's height and weight chart. How does your height and weight compare with the norms indicated in the chart? Ask a nurse or someone in the medical profession to come in to talk to your class about the importance of good health in the career world.
3. List occupations in which height and weight are very important. List as many as you can think of. Use the Job Bank, Appendix 1.
4. List at least 20-25 jobs which require good eyesight.
5. Name jobs that are available to persons with poor eyesight.
6. Name 20-25 jobs that require good hearing.
7. Name jobs available to persons with poor hearing.
8. If you have a physical handicap of any kind, ask your counselor for career information. There are many jobs open for the physically handicapped.

PROJECT DISCOVERY FOURSOME'S

Objective: The object of this game is to collect 4 cards that relate to a particular Project Discovery package. Four cards are dealt to each player and the next card turned upward on the table, with the rest of the deck face downward by the side.

The player on the left of the dealer begins to play by either taking an exposed card or the top of the remainder of the deck and then discarding one of the five cards he now holds and places it face up on the table.

Each player in turn does the same, choosing either the top card of the exposed pile or the top one of the deck.

The first one to obtain 4 of a kind cries OUT and scores 4 points. At that time, other players score 3 points for 3 similar cards and 2 points for a pair and no points if they have 4 different cards. (The following 4 sheets may be used for cards).

PROJECT DISCOVERY FOURSOME'S
Page 2

SO YA WANNA BE AN ARTIST	SO YA WANNA BE AN ARTIST Commercial Artist	SO YA WANNA BE AN ARTIST Creates artwork in newspapers, magazines, billboards, and TV commercials.	SO YA WANNA BE AN ARTIST Attended a state vocational-technical school and majored in commercial art.
PLUMBING PACKAGE	PLUMBING PACKAGE Plumber	PLUMBING PACKAGE Installs pipe systems needed for sanitation, industrial production or other uses. Also repairs pipe systems.	PLUMBING PACKAGE Was an apprentice for 5 years in a formal apprenticeship program.
SALES REPR. PACKAGE	SALES REPR. PACKAGE Insurance Agent	SALES REPR. PACKAGE Sells insurance policies which protect individuals and businesses against future losses and financial pressures.	SALES REPR. PACKAGE Obtained a state license to sell insurance. Had some college courses in business. Also had on-the-job training at his company home office.
AUTO BODY REPAIR	AUTO BODY REPAIR Auto body repair person	AUTO BODY REPAIR Repairs damaged motor vehicles by straightening bent frames, etc.	AUTO BODY REPAIR Learned the job by becoming an apprentice for 3 years.

PROJECT DISCOVERY FOURSOME'S
Page 3

ACCOUNTING AND BOOKKEEPING PACKAGE	ACCOUNTING AND BOOKKEEPING PACKAGE Bookkeeper for a small firm	ACCOUNTING AND BOOKKEEPING PACKAGE Records items for the accounts payable and receivables ledger.	ACCOUNTING AND BOOKKEEPING PACKAGE Has taken bookkeeping courses at high school and the community college.
BIOLOGICAL SCIENCES PKG.	BIOLOGICAL SCIENCES PKG. Medical Technologist	BIOLOGICAL SCIENCES PKG. Performs chemical, microscopic, and bacteriological tests. Does blood tests.	BIOLOGICAL SCIENCES PKG. Has had 4 years of post-secondary training including a training program in medical technology.
HAIR CARE PACKAGE	HAIR CARE PACKAGE Barber	HAIR CARE PACKAGE Provides many services related to the care of hair.	HAIR CARE PACKAGE Attended barber school. Has a state license and works as a registered barber.
MASONRY PACKAGE	MASONRY PACKAGE Cement and Concrete Finisher	MASONRY PACKAGE Finishes exposed concrete surfaces on many types of construction projects.	MASONRY PACKAGE Served a 3-year apprentice training.

WALL COVERING PACKAGE	WALL COVERING PACKAGE Glazier	WALL COVERING PACKAGE Installs plate glass, ordinary window glass, mirrors, and special items such as leaded glass panels.	WALL COVERING PACKAGE Received training on a 3-year apprentice program to learn the glazier trade.
DENTAL PACKAGE	DENTAL PACKAGE Dental Assistant	DENTAL PACKAGE Works with a dentist to make patient feel comfortable. Obtains dental records. Helps to examine patient.	DENTAL PACKAGE Learned some skills on the job. Attended a 2-year program at the community college.
FILING PACKAGE	FILING PACKAGE File Clerk	FILING PACKAGE Handles office information by classifying, sorting, updating and retrieving materials on request.	FILING PACKAGE Was trained in a high school office education program.
WAITER/WAITRESS PACKAGE	WAITER/WAITRESS PACKAGE Waiter	WAITER/WAITRESS PACKAGE Takes customers' orders, serves food.	WAITER/WAITRESS PACKAGE Learned his job in a restaurant training program sponsored by a city restaurant association.

PROJECT DISCOVERY FOURSOME'S
Page 5

SHORTHAND PACKAGE	SHORTHAND PACKAGE Secretary	SHORTHAND PACKAGE Takes dictation, types, transcribes notes, answers the telephone, and operates office machines.	SHORTHAND PACKAGE Was trained in a two-year program at the community college. Also took office educ. courses in high school.
GREENHOUSE WORK PACKAGE	GREENHOUSE PACKAGE Park Manager	GREENHOUSE PACKAGE Manages turf, tree and shrub growth and manages the maintenance of the park	GREENHOUSE PACKAGE Took a 2-year course at a community college.
MEDICAL PATIENT CARE	MEDICAL PATIENT CARE Licensed Practical Nurse	MEDICAL PATIENT CARE Works under the supervision of a registered nurse. Provides nursing care.	MEDICAL PATIENT CARE Received 1260 hours of training at the state vocational-technical school.

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PROJECT DISCOVERY "HOW TO'S"

Objective: To apply basic educational, manipulative and cognitive skills in performing simulated work activities of a creative, organization, and operative nature

1. Introduce the Project Discovery How To's to the students. Ask the students to check the How To's they already know. Ask them to * the How To's they want to know. You may want to use these as a record for student files, too. The communication demonstration is to show the various ways of communicating "How To's". It also acquaints students with the packages and adds fun to learning. Have a student who has worked a particular package to be the TRAINER. Have a student who has not worked a package to be the TRAINEE. He/She is not to see any written instructions or pictures. For example: The TRAINER will turn his/her back on the TRAINEE and explain verbally how to make a hospital bed occupied or unoccupied. (Students may volunteer to be patients where applicable). If the TRAINEE has never done this before, the TRAINER must communicate all of the steps verbally. It is up to the teacher if the student TRAINER is allowed to read from instructions or to relate from memory something he knows how to do that he wants to explain to the TRAINEE in his own words. This latter approach makes it more fun and is a good oral communication exercise.

2. Here are some variations on the demonstration of communications in a TRAINING program:

   (1) First, do not let the student TRAINEE ask any questions. The TRAINEE is also asked to keep straight-faced, no facial expressions or comments from him or the class or patient.

   (2) Second, let the TRAINEE ask questions. The TRAINER still must keep his back to the TRAINEE.

   (3) Third, let the TRAINER observe the TRAINEE but show no facial expression of approval or disapproval. The TRAINER is not allowed to correct any errors. He may simply give verbal instructions once or twice.

   (4) Fourth, let the TRAINER show the student TRAINEE a diagram he has written on the board. Student TRAINEE is now allowed to ask questions. TRAINER is not allowed to use any verbal communication on this variation.

   (5) Fifth, let the TRAINER demonstrate how to do it with no verbal communications. Then let the TRAINEE do the "how to" task.

3. Discuss which training method is most effective in getting the desired results.

PROJECT DISCOVERY HOW TO'S
Page 2

Check (X) what you know how to do. Star (*) what you would like to learn how to do.

Medical Emergency

____How to bandage injured fingers
____How to apply a circular bandage with dressing
____How to apply a figure eight bandage
____How to cleanse a minor wound, apply a dress and bandage
____How to transport an injured person in several different ways

Medical Patient Care

____How to record temperature
____How to record pulse
____How to convert Fahrenheit degrees to Centigrade
____How to do range of motion exercises with a patient
____How to record intake and output of fluids
____How to turn and position patients
____How to make a hospital bed, occupied and unoccupied
____How to prepare and apply compresses
____How to measure the water temperature with a bath thermometer
____How to operate blood pressure apparatus
____How to take a blood pressure reading and record results

Preliminary Health Exploration

____How to handle, clean and read a thermometer
____How to record temperatures on a prepared form
____How to find where the pulse is, how to measure and record it
____How to operate a microscope and prepare a wet mount slide
____How to stain the wet mount specimen

Dental Package

____How to keep clinical records on patients
____How to make teeth casts
____How to transfer sterile instruments
____How to set up in the operatory

Check (x) what you know how to do. Star (*) what you would like to learn how to do.

Biological Science Package

____How to measure and transfer liquids in the laboratory
____How to operate a triple-beam scale
____How to measure dry materials
____How to prepare normal saline solution
____How to figure amount of chemical needed for correct solution
____How to prepare slides for viewing
____How to identify microorganizms found in the mouth
____How to be able to explain what epithelial cells look like
____How to inoculate culture media
____How to streak a plate
____How to sterilize the inoculating loop
____How to mark a specimen
____How to make, fix and stain a smear
____How to obtain blood for typing
____How to determine a persons blood type
____How to do a blood count

Skin Care and Nail Care Package

____How to identify types of skin and skin tones
____How to identify what certain make-ups are used for
____How to cleanse all types of skin
____How to do a facial massage
____How to apply the different types and forms of make-up
____How to apply blusher and foundation in certain manner to improve the appearance of a facial feature
____How to apply the different types of eye make-up
____How to file nails properly
____How to perform other manicuring operations

Hair Styling and Care Package

____How to differentiate among different hair textures
____How to identify what haircuts are best for each type of face shapes
____How to give a proper shampoo to both men and women
____How to brush before shampooing
____How to set hair in pin curls, rollers, with clips, with electric rollers, or blow dry a hair style

PROJECT DISCOVERY HOW TO'S

Check (X) what you know how to do. Star (*) what you would like to learn how to do:

Auto Body Repair Package

____How to use a dinging hammer and dolly block
____How to ding out damaged areas
____How to feather edge
____How to mix and use plastic filler
____How to taper surform planing tool
____How to apply primer coat
____How to apply final coat of paint
____How to apply compound

Waiter/Waitress

____How to set a table properly
____How to record an order on the guest check
____How to serve the order
____How to compute a check
____How to bus a table

So Ya Wanna Be An Artist and Advertising and Editorial Design

____How to make patterns and shade with straight lines
____How to trace with different types of lettering
____How to submit art work to an editor
____How to use pen holder, pen point and India ink
____How to form the letters in Roman lettering
____How to use dry-transfer lettering
____How to make a stencil
____How to design packaging to fit a particular object (a box of cereal for example)
____How to design a label for a can or bottle (Kramble's Soup, for example

Greenhouse Work Package

____How to explain how seeds germinate and how they look and something about the length of time required
____How to figure the percentage of germination
____How to mix soil for growing plants indoors
____How to plant seeds
____How to transplant seedlings

PROPAGANDIZE: PROMOTE A PRODUCT!
Page 2

B. Variations on how to present this activity:*

1. Keep a list of 20 TV or radio commercials, labeling them with the propaganda technique used (may be more than one technique used).

2. Collect 15 magazine and newspaper ads, labeling them according to the technique used.

3. Design your own advertising campaign for an existing product. Use each of the seven techniques. Write and describe the ads and commercials you would use to sell this product.

4. Come up with a new product. It could be much like an existing type or could be entirely new. Design an ad campaign.

5. Make a list of three products that you or your family uses that have been purchased because of one of the techniques described above. Tell what technique "got" you or a family member to buy that product. You may need to evaluate just why it was bought.

6. See how many ads you can identify by filling in key words which have been left out. Are these messages getting you? Then try writing your own slogan or jingle for an existing product or for a new product to be put on the market. Set it to music and record it on tape.

    a. You deserve a break today at____________________.
    b. Have it your way at____________________.
    c. Double your pleasure, double your fun with________________gum.
    d. It's the real thing:________________________
    e. All across the nation it's the ________________generation.
    f. ______________________puppy chow, for a full year 'til he's full grown.
    g. The uncola.____________________

7. Relate this activity to the Advertising and Editorial Design Project Discovery package.

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*Idea from Lori Cregan, English Teacher, Buhler High School, Buhler, Kansas, 1976.

PROPAGANDIZE: PROMOTE A PRODUCT!

Objective: To apply basic educational skills in performing simulated work activities of a creative, organizational nature

A. Use each of the seven propaganda techniques listed below to try to sell a Project Discovery package (or other product). Write your appeals for a newspaper or magazine ad, or present them to the class as a radio or TV commercial.

1. NAME CALLING: An appeal made by using words which make a person, group, or idea seem undesirable.

   Example: Anyone would be stupid not to at least try the Project Discovery Auto Body Repair package.

2. TESTIMONIAL: An appeal made by having a well-known person state that he/she has used a certain product or supports an idea.

   Example: A famous racing car driver says, "My son used the Project Discovery Auto Body Repair package in junior high school. He found it fun. It helped him get a job at the Indianapolis 500."

3. TRANSFER: An appeal made by using a symbol or picture which is respected or acceptable to the public, in order to promote some other product, idea, or person.

   Example: Take a picture of a group of young people who are happy, laughing, and working on the Auto Body Repair package.

4. GLITTERING GENERALITIES: An appeal which uses words or music which will cause a favorable response.

   Example: Make up a jingle about the Auto Body Repair package which fits the tune of some popular song.

5. PLAIN FOLKS: An appeal based on identifying with the average, common person.

   Example: John Jeffers is just a typical ordinary teenager. He is working on the Auto Body Repair package.

6. BANDWAGON: An appeal which urges people to do something because everyone else is doing it.

   Example: Get in the swing. Everybody in the 8th grade is working on the Auto Body Repair package.

7. STACKING THE CARDS: An appeal made by playing up all the good points of a product, purposely not mentioning the bad points.

   Example: The Auto Body Repair package is fun and easy.

Check (X) what you know how to do. Star (*) what you would like to learn how to do:

Accounting and Bookkeeping Package

____How to record information in the cash receipts journal
____How to record information in the cash disbursements journal
____How to be able to illustrate what things are deducted from the employee's pay check and how to figure those deductions
____How to make out payroll checks and how a checking account operates
____How to record information for a bank reconciliation
____How to make out an income statement

Shorthand Package

____How to write words phonetically
____How to do strokes for t, d, a, e, m, s, z, f, v, o, r, l, h, ing, long i, and minor vowels
____How to do brief forms, phrases

Sales Representative

____How to make a product presentation
____How to ask the customer to place an order
____How to plan and manage time on the job for one week
____How to make out an expense account
____How to make out an order form

Check (X) what you know how to do. Star (*) what you would like to learn how to do:

Wall Covering Package

____How to handle a large sheet of dry wall
____How to use a dry wall knife and straight edge
____How to use a sanding block and paint brush
____How to use a putty knife (use both hands in a coordinating effort)
____How to handle and use steel tape, carpenter's level, broad knife, razor blade, seam roller and brushes, handle large pieces of wallpaper
____How to handle pieces of glass, using glazing compound, putty knife, and push points
____How to use an angle brush for trim painting

Plumbing Package

____How to cut and de-burr galvanized pipe
____How to thread pipe
____How to install unions and elbows
____How to install flare fittings
____How to test a pipe and fittings for leads
____How to sweat a joint
____How to install fitting on plastic pipe
____How to test the plumbing system for leaks

Masonry Package

____How to mix concrete
____How to perform a slump test
____How to tie re-bar
____How to mix mortar mix
____How to make mortar bed
____How to lay a section of block wall
____How to use jointing tool, brick trowel and mortar board

Filing & Medical Records Package

____How to file alphabetically
____How to file by subject
____How file chronologically
____How to file geographically

PROPAGANDIZE: PROMOTE A PRODUCT!

KEY

a. McDonald's
b. Burger King
c. Doublemint
d. Coca Cola
e. Pepsi
f. Purina
g. 7 UP

PUNCTUATION SOCIO DRAMA

Objective: To realize that education and work are inter-related

Insert punctuation where necessary. Then act out the drama with a classmate.

Drama I:

Kim: Hi Julie why the long face

Julie: Oh hi Kim Im studying my english assignment on spelling and vocabulary Its a drag Im so sick of the same old thing I don't see why I have to know this kind of stuff I plan to get married when I get out of school

Kim: Wow Who are you going to marry I hope hes rich What kind of a job will you get if you need extra cash I know my moms salary she gets as a part time waitress really helps out

Julie: Oh I already can make money I know how to type I plan to take shorthand in high school

Kim: Yes but you really need to know how to spell if you take shorthand I did the shorthand package in Project Discovery Your boss will expect you to know how to spell and to know good sentence structure

Julie: I suppose thats right I guess Im just not sure if I like office work anyway I keep changing my mind I need to try out other things too

Kim: I should hope so you need some kind of career planning

Julie: Yes And I need to know how to spell too Im going to try harder in English

PUNCTUATION SOCIO DRAMA - KEY

DRAMA I

Insert punctuation where necessary. Then act out the drama with a classmate.

Kim: "Hi, Julie. Why the long face?"

Julie: "Oh, hi, Kim. I'm studying my English assignment on spelling and vocabulary. It's a drag. I'm so sick of the same old thing. I don't see why I have to know this kind of stuff. I plan to get married when I get out of school."

Kim: "Wow! Who are you going to marry? I hope he's rich. What kind of job will you get if you need extra cash? I know my mom's salary she gets as a part-time waitress helps out."

Julie: "Oh, I already can make money. I know how to type. I plan to take shorthand in high school."

Kim: "Yes, but you really need to know how to spell if you take shorthand. I did the shorthand package in Project Discovery. Your boss will expect you to know how to spell and to know good sentence structure."

Julie: "I suppose that's right. I guess I'm just not sure if I like office work. Anyway, I keep changing my mind. I need to try out other things too."

Kim: "I should hope so! You need some kind of career planning."

Julie: "Yes. And I need to know how to spell, too. I'm going to try harder in English.

PUNCTUATION SOCIO DRAMA

Drama II:

Joe: Hi Dan Whats up

Dan: Aw nothing much except Im sick of school This math is about to get me down I dont know why I have to take this stuff anyway I know what I want to do Im going to be in the construction business

Joe: Hey come on I just finished working on the Wall Covering Masonry and Plumbing packages in Project Discovery Man I had to know math to do those If I measured that wall wrong it would have been a mess I had to know metrics to do the masonry package

Dan: What do you mean packages Where do I get a chance to try them

Joe: Come on over to the Career Center during study hall and Ill show you

PUNCTUATION SOCIO DRAMA - KEY

DRAMA II

Correct the punctuation and then act out the drama.

Joe: "Hi, Dan. What's up?"

Dan: "Aw, nothing much, except I'm sick of school. This math is about to get me down. Way down! I don't know why I have to take this stuff anyway. I know what I want to do. I'm going to be in the construction business."

Joe: "Hey, come on! I just finished working on the Wall Covering, Masonry and Plumbing packages in Project Discovery. Man! I had to know math to do those! If I measured that wall wrong, it would have been a mess. I had to know metrics to do the masonry package."

Dan: "What do you mean 'packages'? Where do I get a chance to try them?"

Joe: "Come on over to the Career Center during study hall, and I'll show you."

PUPPET SHOW

Objective: To describe differences among occupations in terms of tools used, nature of tasks performed, prerequisite skills required for entrance, and contribution of each to our society

Prepare puppet shows making use of your knowledge of various occupations. Perform your show for the class or for younger children in your school district.

QUESTION BASEBALL*

Objective: To describe differences among occupations in terms of tools used, nature of tasks performed, prerequisite skills required for entrance and contribution of each to our society

Divide the class into 2 teams. Have bases and a pitcher's mound set up. Each team will make up a list of 25 questions on careers. The first-inning pitcher takes the list his team has made up. As each opposing team player comes to bat, the pitcher asks him a question from the list. If the batter answers correctly, he goes to first base. (If he had been wrong, he would be out, unless you want to give him 3 chances).

As the next batter answers, he/she goes to first base and the first batter goes to second, etc. As in baseball, the team wants to get as many runs as possible. An impartial umpire (teacher) should keep score. If a player wants to try for a home run, he/she must answer 4 questions correctly. However, if he/she misses one, his/her team is called out.

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*Adapted from a game by Lillian and Godrey Frankel, 101 Best Nature Games and Projects (New York: Sterling Publishing Co., 1959).

RUN AND DRAW

Objective: To describe differences among occupations in terms of tools used, nature of tasks performed, prerequisite skills required for entrance, and contribution of each to our society

Divide the class into 2 teams, each with a captain. Each player writes an activity a worker does. Slips are folded and put into a box. One captain draws a slip. The player must rush to the table and quickly try to communicate by drawing alone. A stated time is allowed. Players may make as many drawings as possible within the time allowed. Teammates make as many guesses as they choose, within the time limit. If a player can transmit the idea without speaking, his/her team scores 1. When time expires, the next captain tries; then one by one, alternately the members of each team withdraw slips from containers and run and draw according to the instructions. The team scoring the most points wins.

SALARY DEDUCTIONS & OTHER PAYCHECK PROBLEMS

Objective: To realize that education and work are inter-related

1. Use the Payroll Activity in the Accounting and Bookkeeping Package as a reference. Conduct this activity as a class project for instructional purposes.

2. Make a transparency of the Pay Statement and Check in this Activity. Illustrate to the student that although the amount in the Total Wages column of the pay statement is the wages earned, it does not indicate the amount Jane will receive. Certain amounts must be deducted from her earned wage.

3. One deduction is compulsory under the Social Security Act. This tax is identified on the pay statement as F.I.C.A. (Federal Insurance Contributions Act.) The Federal Government requires the employer to withhold a certain percentage of the wages of each employee up to a maximum fixed by law. Both the maximum and the percent are subject to change.

   The amount that is withheld from the worker's salary is considered as a tax. The employer adds an additional percentage equal to the percentage paid by the employee and turns the total amount over to the Internal Revenue Service. The purpose of the tax is to secure revenue so that workers who are taxed under the Act may receive monthly benefits after they retire. Invite a resource speaker from the Internal Revenue Service to talk about income tax.

   The Federal Social Security Act also provides for unemployment insurance, which is administered through the state. (See Counselor Mini-Package for unemployment case studies.)

4. Have the students read the following:

   ### How to Get a Social Security Number

   A Social Security number is something you'll need if you plan to get a job or go on to school.

   Employers credit your Social Security account from your earnings. Some schools use your social security number for identification purposes. Later on it will become your permanent tax account number. Unlike telephone numbers and zip codes it is the one number you will have through life that won't change.

   So how do you get a Social Security number?

   First, have copies made of documents to furnish proof of age, identity, and citizenship. The original documents won't do, because you have to leave them with the Social Security Administration while your application is being processed. A copy of your birth certificate or baptismal record is preferred. But Social Security will also accept school records, draft cards, voter's registration cards, or a U.S. passport for proof of citizenship, and a driver's license for proof of identity.

Next, you are required to fill out form SS-5 which you can get at any branch or district Social Security office. (Check your telephone directory. If it's not listed under Social Security Administration, look under U.S. Government -- Health, Education, and Welfare Administration.)

The purpose of Social Security is to protect you when you're past retirement age, when you're unemployed, when you're disabled and not able to hold a job. Social Security programs include: Retirement insurance, disability insurance, hospital and medical insurance for the aged and disabled, unemployment insurance, and supplementary security income.

5. Refer to the "Withhold Income Tax" column on Jane's check. The Federal Income Tax varies with the amount of the earnings of the workers and the number of exemptions that he/she claims. If he/she is single and has no dependents, he/she is allowed one exemption. If he/she is married and has one child, he/she is allowed three exemptions, one for himself/herself, one for his/her wife/husband, (if he/she does not claim an exemption in his/her own behalf), and one for the child.

Work these problems:

1. Note the Withhold Income Tax section of Jane's check. How much was deducted? $________
2. What percentage of her total gross wage was income tax? ________%
3. What percentage of her total gross wage was Social Security? ________%
4. What did Jane earn per hour? $________

Other Paycheck Problems

1. Jane Anderson works for a company which publishes magazines and other audio-visual equipment for schools. She receives a salary of $7,000 per year plus a commission on what she sells. She receives 10% commission on books, magazines, and filmstrips she sells. If Jane sells $10,000 worth of materials in one year, what will her gross annual income be?

2. Working in a grocery store full-time, John Nightingale earns $3.10 per hour. He always works 44 hours per week, plus he works 6 hours on Sunday. If he receives his regular wage for 40 hours, plus time and a half for working overtime, plus double time for working Sunday, what is his usual gross weekly wage?

3. Jeff Morgan works part-time at a restaurant while attending school at the local junior college, where he's studying restaurant management. Jeff usually works 20 hours per week. His hourly wage is $2.00. During the week he averages $2.00 per hour in tips. Ten of his twenty hours are on the weekends. How much does Jeff make per week usually?

4. Doris Nelson is debating over which part-time job to take. She plans to become a veterinarian assistant, so she is taking classes at the local vocational-technical school. She has a chance at a job working part-time for a veterinarian, 20 hours per week at $2.00 per hour. Her duties there would include keeping track of billings and making appointments. The other job possibility would be a job at the Humane Society, where she would probably be working 25 hours per week at $1.50 per hour. Her responsibilities include feeding the animals, cleaning the cages, and helping the doctor in the examining room. Which job would you advise Doris to take and why?

5. Greg Stevens works part-time at a grocery store while attending high school during the week. Including after school and weekends, Greg usually works 25 hours per week. If he makes $2.10 per hour, what is his usual weekly income?

6. Nancy Baker works in a department store two evenings per week and on Saturdays. On an average she works 25 hours per week. She makes $2.00 per hour plus 10% commission on everything she sells. In one week, working 25 hours, selling $175 worth of merchandise, how much would Nancy make?

7. Joanne Dewey runs her own TV repair shop. She charges $9.00 for a service call plus $12 per hour once she arrives at her destination. If, in one week, Joanne made $75 on repairs done in the shop, plus she made five house calls, spending one hour in each place, how much would she make that week? (Not including shop expenses and transportation.)

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CARSON TOY COMPANY No. 862

Total Hours	You Earned and We Paid						TOTAL		We Paid These Amounts					Balance of Earning		Period Ending	No.
	Regular		Overtime		Other				F.I.C.A.		Withhold Inc. Tax		Union Dues				
45	80	00	15	00			95	00	4	75	19	00	1 00	70	25	3/7	456

PAY STATEMENT - - - Detach and Detain

Pay Roll
Check

CARSON TOY COMPANY

Trenton, New Jersey

NO. 862

00.000
000

PAY
TO THE ORDER OF Jane Johnson 3/7 19--

Seventy and 25/100-- $70.25-------------

CAPITOL STATE BANK & TRUST

TRENTON, NEW JERSEY

Marlene H. Donaldson

PAY STATEMENT AND CHECK

SALARY DEDUCTIONS & OTHER PAYCHECK PROBLEMS - KEY

Salary Deductions

5. 1) $19

   2) 20%

   3) 5%

   4) $2

Other Paycheck Problems

1. $8,000

2. $179.80

3. $90

4. Doris would make less money working at the Humane Society and put in more time. However, the job would give her more practical experience than the clerical job in the veterinarian's office. There is no right or wrong answer to this question, though, but the students should be able to give reasons for their answers.

5. $52.50

6. $67.50

7. $180 (before overhead)

SCHOOL-WORK GAME

Objective: To realize that education and work are inter-related

(Hand out the Job Bank, Appendix 1.)
Name as many jobs as possible which would make use of knowledge learned in English, math, social studies, science, home economics, etc. Set a time limit.

SCRAMBLED SENTENCES*

Objective: To describe differences among occupations in terms of tools used, nature of tasks performed, prerequisite skills required for entrance, and contribution of each to our society

Have students make a set of word cards for each of the words in the sentences below. Divide them into small groups and give each group a set of word cards. Have them race to see who can unscramble their sentences first.

1. A hair stylist spends hours each day standing and creating coiffures.
2. Washing and styling the hair are activities in the Hair Styling Package.
3. A bookkeeper should enjoy working with numbers.
4. A waitress needs to know how to set a table.
5. Testing seeds for germination is an activity in the Greenhouse Package.
6. If you do the Masonry Package, you will conduct a slump test.
7. Doing the Masonry Package includes pouring and finishing a concrete patio block.
8. You will learn bandaging techniques in the Medical Emergency Services Package.
9. Knowing how to move and position patients is important in emergency situations.
10. Taking temperature and pulse are two things you'll learn in the Medical Patient Care Package.
11. There is a stethoscope in the Medical Patient Care Package.
12. A waiter should be friendly and courteous.
13. Commercial artists need to learn how to operate an opaque projector.
14. A dental assistant needs to be familiar with instruments used by the dentist.
15. Putting together a layout and tracing lettering are tasks of the commercial artist.

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*Adapted from an idea from How to Deal With What Needs To Be Dealt With - When You Don't Know How To Deal With It. Bloomington, Indiana: Phi Delta Kappa, Inc.

SCRAMBLED SENTENCES
Page 2

16. A clerk should be able to file alphabetically, by subject, chronologically, numerically, and geographically.
17. A librarian needs to know how to file.
18. A greenhouse worker needs to know how to mix potting soil.
19. As a sales representative, you should know how to make a presentation to a customer.
20. Using shorthand involves learning symbols for words.
21. A secretary or news reporter would find shorthand very helpful.
22. You will work with both paint and wallpaper in the Wall Covering Package.
23. You will learn to prepare a culture if you do the Biological Science and Technological Package.
24 The Biological Science Package contains a urinometer.
25. Anyone working in Medical Records needs a knowledge of filing.
26. Some knowledge of medical terminology is needed in keeping medical records.
27. You will cut and deburr galvanized pipe if you do the Plumbing Package.
28. A plumber needs to know math in order to make accurate measurements.
29. If you do the Preliminary Health Package, you will use a microscope.
30. You will learn the aseptic technique in the Preliminary Health Package.
31. A sales representative must know how to keep an expense account and take an order.

SCRAPBOOK

Objective: To recognize the personal and social significance that work has in the lives of individuals at varying levels within the occupational structure

Make a career scrapbook containing pictures of people in various jobs, poems about occupations, summaries of books or stories about workers, and creative writing of your own about jobs, leisure time, and school.

A SKELETON STORY--RATTLE YOUR BRAIN

Objective: To realize that education and work are inter-related

Fill in the following story with the following parts of speech.

(Proper Noun) was (Adjective). (Pronoun) had just come out of the personnel office of the (Proper Noun) company. (Pronoun) had just been hired as the (Noun) in the (Noun). She/He started work on Monday. He/She dressed in a (Noun). His/Her first task was to (Verb) the (Noun). (Pronoun) was very (Adjective) about the first day of work. He felt (Adjective) because there was so much to learn. Then she/he met the (Noun) in charge of (Gerund), who reassured her/him that he/she would be working on (Noun) within a week. He/She reminded him/her of the fringe benefits of the company. There are (Adjective Noun), (Adjective Noun), and (Adjective Noun). Some of the duties of his/her job were: (Verb Noun), (Verb Noun), and (Verb Noun). At the end of the first day of work he/she (Linking Verb) (Adjective).

SYLLABLE CHARADES GAME

Objective: To explore many occupational possibilities

Play charades with occupations of 2 or more syllables. Act out syllables ONLY. No talking except for the hiss and sigh sounds. Hold up fingers for 1st, 2nd, or 3rd syllable. (Students might need a list of words to look at before guessing). Use the dictionary.

accountant	a-COUNT-ANT
bookkeeper	BOOK-KEEP-HER
insurance agent	IN-SURE-ANTS a-GENT
engineer	ENGINE-EAR
geophysicist	geo-FIZZ-is-CYST
broker	BROKE-er
civil engineer	SIEVE-ILL
economist	EEK-ON-OH-MIST
agronomist	a-GROW-NO-MIST
air conditioning	AIR-con-DISH-ON-ing
electronics	ELECT-r-ON-ics
transportation	t-RAN-SPORT-SHUN
radio announcer	RAID-i-OH a-NOUN-SIR
anthropologist	ANT-THROW-po-LOW-GIST
biologist	BYE-ALL-OH-GIST or JEST
cashier	CASH-EAR
bulldozer operator	BULL-DOZER
school counselor	s-COOL COUNT-SELL-er
carpenter	CAR-PEN-ter
meteorologist	MEET or MEAT-TEA -OAR-olo-JEST
psychologist	SIGH-CALL-OH-JEST
custodian	cus-TOAD-ian
decorator	DECK-OH-RAID-er
dental assistant	DENT-AL or DENT-ALL a-SIS-TENT
mechanic	ME-CAN-ic
environmental scientist	en-vi-RUN-MEN-TALL SIGH-ANT-ist
flight engineer	FLY-t
forester	FOUR-REST-er
forklift operator	FORK-LIFT
hotel clerk	HOE-TELL
guidance counselor	GUID-DANCE COUNT-SELL-er
historian	HISS-STORY-an
recreation worker	WRECK-reation
industrial engineer	in-DUST-TREE-al

Have students make up other syllable charade words from the following: photographer, laundry dry cleaning business, linotype operator, mechanical engineer, microbiologist, music teacher, neon sign service man, optical technician, painter, archaeologist, welder, architect, attorney, automobile body repair person, beauty operator, paleontologist, pathologist, personnel worker, restaurant worker, sociologist, social worker, tailor, typewriter sales person, veterinarian, etc.

TELEPHONE DIAL PUZZLE*

Objective: To become acquainted with occupational vocabulary

Use the Telephone Dial to make up puzzles:

2-ABC
3-DEF
4-GHI
5-JKL
6-MNO
7-PRS
8-TUV
9-WXY

Here is an example:

OCCUPATIONS, PLEASE

Question	Answers
1. 7 5 4 6 2 2 7 3	Skin Care
2. 4 2 4 7 2 2 7 3	Hair Care
3. 2 8 8 6 2 6 3 9	Auto Body

TOOLS OF THE TRADE--OLD AND NEW

Objective: To describe differences among occupations in terms of tools used

1. Display the tools used from the Discovery packages. List the names. Play a simple identification game (similar to spelldown).

2. Point out 2 tools and have students explain the difference between the two orally or in writing.

3. Relate how tools have changed over the years. For example, tools such as the typewriter and computer have changed society. How?

4. Have students bring antique tools from home. Visit a museum. Identify worker's tools. Which ones are obsolete? Have a senior citizen demonstrate an old tool of a trade.

5. Discuss how tools have affected working conditions throughout history.

6. What tools or inventions at home have changed home life or life style in the last 25-50 years? TV, Washer-Dryer, etc.

7. Point out the tools in Project Discovery packages again. Ask: "Do you think any of these tools will change or be replaced in the next 20 years?"

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*Adapted from an idea from Barbara J. Wilkie and Gail Trapnell, Fun Things for Teaching Career Education, Volume 1, Puzzles (Tallahassee, Fla.: American Enterprises, Inc., 1974).

TRAINING OPPORTUNITIES CHARTS

Objective: To describe differences among occupations in terms of prerequisite skills required

1. Set up 5 large newsprint sheets on the wall. Leave them up for a week. Have students answer the questions on each:

   10 jobs that an elementary school education will satisfy
   10 jobs for which a high school education would be necessary
   10 jobs which vocational-technical training will satisfy
   10 jobs that apprenticeship or on-the-job training will satisfy
   10 jobs for which college training is necessary

   Ask the students to observe the 5 charts and consider their own future. Ask them to think of 3 broad occupational fields they might be interested in. Check the Occupational Outlook Handbook to get requirements in training for these 3 occupational areas.*

2. Keep the 5 charts on the wall and have the students make a bar graph on newsprint using the following data. The following statistics were obtained from the Guidance Section, State Department of Education, 1975. Entitle the graph "Kansas Educational Program".

   100% of the population tabulated entered first grade in 1962-63
   84% of the population entered the 9th grade in 1971-72
   66% of the population graduated from high school in 1975
   32% of the population entered community or 4-year college
   16% of the population entering college are expected to finish a 4-year program (prediction based on other tabulations collected over the years)

3. Make assumptions from the information collected in the charts and in the graph:

   a. What kinds of jobs do the 16% of the population have who dropped out of schools at the end of 8th grade in 1970?
   b. What jobs would be available to those persons who finished ninth grade but did not graduate with the class of 1975?
   c. Where could these people get training or additional education?
   d. What are some options available to high school graduates who entered a 4-year college and will probably not graduate? That is, what other training opportunities or educational institutions are available to them in Kansas?
   e. From looking at this graph, what advice would you give a high school graduate today in regard to his/her career planning? A junior high school student?

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*Adapted from an idea found in Career Exploration: A Guide for Teachers (Stillwater, Oklahoma: Oklahoma State Department of Education, 1970). Reprint with permission.

UNEMPLOYMENT CASE STUDIES*

Objective: To recognize the personal significance that work has in the lives of individuals at varying levels within the occupational structure.

The following people are unemployed. They were not fired. They are all looking for steady work. Assume that these people will be unemployed for the next year.

1. Discuss what suggestions you would have for them for coping with the stress of unemployment in their family life.
2. What suggestions would you have on government-sponsored programs they could apply for, if any.

Use the information on government assistance below as a guide:

Government Aid to the Unemployed

1. Unemployment Insurance Benefits are weekly payments to laid-off workers. The state payments average to be half the amount the jobless person was making while working. Benefits will continue for 52 weeks. Some people are not eligible for benefits. They are: (a) young people looking for their first job and (b) people laid off before they had held a job for a set number of weeks. States vary on this. (Contact the Employment Security Division for Kansas to obtain this information). States vary on unemployment benefits.
2. Public Assistance (Welfare): People are eligible who can prove that they have no other way to support themselves. There are six types of assistance: (a) aid to the aged, (b) aid to the blind, (c) aid to the totally disabled, (d) aid to families with dependent children, (e) medical assistance to the poor, and (f) general assistance to the needy.
3. Public Service Job/Slots: Congress authorizes funds for public service jobs. Local areas can use these funds wherever needed. In the following case studies, assume the following: The public parks need to be fixed up. The high school needs security guards. Hiring begins next month.
4. Public Works Projects: The Government funds specific construction projects. Laborers and skilled construction workers are hired. There will be a road project next month for the state 60 miles away from your community. Consider this in making suggestions to the following persons.

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*Adapted from "Unemployment Case Studies," Senior Scholastic, March, 1975.

Case Study 1

Dan McAmee, age 35, is married and has 4 children, ages 2, 4, 7, and 10. He was just recently laid off from the Fly Bye Aircraft Company where he had been a foreman in structural design, earning $16,400 per year. The reason for a 10 per cent layoff was general slowdown in trade and demand for airplanes. His specialized skill cannot be used now.

His unemployment benefits are $150 per week. He has been out of work for 8 months. His wife works as a sales clerk in a department store and earns $100 per week. He has $200 in savings and his Unemployment Benefits end in 4 months.

1. What are Mr. McAmee's alternatives?

Case Study 2

Raymond Davidson, age 29, is married and has one daughter, age 3. He was formerly an unskilled laborer and worked on a variety of construction projects. The reason for his layoff is a construction industry slowdown. His present income is $80 per week--Unemployment Benefits--and food stamps. He has been unemployed 10 months.

1. What are Mr. Davidson's alternatives?

Case Study 3

Mrs. Ruth Hammil, a widow, is age 55 and has no dependents. She was formerly a clerk typist in the Workmen's Compensation Department at the state capitol. She has been out of work for 12 weeks. She was laid off due to a cutback in state employees. She was low in seniority. She had gone back to work only 2 years ago when her husband died. She receives unemployment benefits of $65 per week and has savings of $20,000 (from her husband's life insurance) which she wants to save for retirement (only 7 years away).

1. What are Mrs. Hammil's alternatives?

Case Study 4

Miss Mary Grey is 18 years old. She has no skills or experience. She took an academic college preparatory program in high school. She has no income. There is no demand in the area for people without skills or experience. Her father recently passed away. She has two brothers and two sisters living at home. Her mother works part time as a waitress.

1. What are Mary's alternatives?

WHAT IF'S

Objective: To recognize and identify some of the individual and environmental factors which influence career development

Communicate orally or in writing one or more of the following:

What if . . .
- nobody worked?
- we didn't need food?
- cars were outlawed?
- no one could read?
- people could read minds?
- we had three arms?
- we had no TV?
- nobody had telephones?
- there were no movies?
- everybody did whatever they wanted to do?
- everybody threw their trash in the street? in the river? in your backyard?
- nobody reported the weather?
- we had no trees?
- there were no hospitals?
- there were no schools?
- motorcycles were banned?
- we had no truckers?
- nobody built roads?
- all bottling companies were closed?
- nobody made material for clothing?
- we had no newspapers?
- nobody knew how to write?
- we didn't have typewriters?
- somebody burned all dictionaries?
- all auto mechanics went on strike?
- we didn't have radios?
- we didn't have running water in our houses?
- nobody could read?
- there were no libraries?
- nobody paid taxes?
- everybody was automatically given the job he wanted, even though he was not trained for it?
- everybody was automatically given $100,000?
- we had no airplanes?
- nobody opened up restaurants?
- you worked 10 hours per day, 4 days per week, and had 3-day weekends?
- you worked 14 hours per day with no day off?
- the policemen in your town went on strike?
- there were no rules for drivers?
- all the printing presses were destroyed in this country?
- we had no electricity?

WHAT YOU ALWAYS WANTED TO KNOW ABOUT QUITTING A JOB

Objective: To recognize and identify some of the individual and environmental factors which influence career development

Read the following 8 guidelines and answer the discussion questions at the end of each situation.

1. Don't give up a job until you have a new one. You'll be better off financially and prospective employers will be more impressed that you are still working and won't be as concerned about why you left your previous job.

2. Don't quit until you've given the job a chance. Three or four days or even a week is not giving the job or yourself a fair chance.

3. If something about your job bothers you so much that you're thinking about quitting, talk to your boss about the problem.

4. If you decide to talk to the boss, make sure to pinpoint the problem before airing your complaint.

5. Don't be afraid to ask questions about the job.

6. If something bothers you, sometimes it is better to air your feelings at the time the situation occurs. For example, if your boss says something which you find insulting, you might tactfully air the grievance right then.

7. Give at least two weeks' notice before leaving a job. Don't simply walk away, never to return. It's not fair to the company and it will look bad on your record.

8. In an interview, don't convey personal gripes about your previous employer or company. If you do, the prospective employer will think you'd do the same thing if you left this job. Instead, be positive in your comments. For example, say something like: "I want more responsibility than my present job offers." Emphasize what you want and what you are willing to contribute.

Situation 1: These Shoes Were Made for Walking

Sam: (Clenching his fist) I'm just fed up with this job. I almost walked off again today.
Curtis: Wow! What happened?
Sam: Oh, it's the same old thing. I've been with the company for three years now, and I still feel like an office boy. I even talked to the boss about how I feel but I might as well have been talking to a stone wall. I'll just never get ahead in this job. Tomorrow will be my last day. I'm just going to walk away and never come back.

Curtis: But shouldn't you find another job first?

Sam: It's too hard to find a job while you're still working. I'm just going to quit and then start hunting. Anything's better than this.

Curtis: Have you given them two weeks' notice?

Sam: Heck, no. Why should I? They couldn't care less if I stay.

Curtis: If I were you, I'd think about it over the weekend. After all, tomorrow is Friday.

Sam: Maybe I will. But I still think the best thing for them and me would be for me to simply walk away and never return to that place.

Instructions: Write a dialogue between Sam and Curtis Monday afternoon showing what Sam has decided to do.

Situation 2: Get Out of My Office

Shirley: Hello, I'm applying for the job offered in the linen department.

Mr. Walker: I'm Mr. Walker, the manager. Won't you sit down, Miss Jansen?

Mr. Walker: Have you had experience working in a department store before?

Shirley: No, but I did work in a small boutique two summers while I was in high school.

Mr. Walker: That's good. And where are you working now?

Shirley: Well, right now I'm not working.

Mr. Walker: Oh?

Shirley: I, er, well, I quit my last job because I couldn't get along with my boss, who was impossible to get along with.

Mr. Walker: I see.

Shirley: It was also sort of a drag working there. I had to make coffee for everyone in the office, and all the other secretaries were at least sixty years old.

Mr. Walker: Well, thank you for your time, Miss Jansen.

Shirley: Should I call you or when will I know if I got the job?

Mr. Walker: To be perfectly honest with you Shirley, I'm not sure you'd be happy here. And if you weren't, well, I'd hate to have you going around saying negative things about our store or any of us who work here.

Shirley: But I wouldn't do that. You've been very nice, and I always liked the atmosphere in this store.

Mr. Walker: You see, Shirley, I can only go by my impressions of you in this interview, and what you've told me here today is not very reassuring.
Shirley: Well, thanks anyway Mr. Walker. And for being honest.

Instructions: What should Shirley do in the future to prevent something like this happening again? Write a dialog between Shirley and Mr. Walker in which Mr. Walker would be apt to hire Shirley.

Situation 3: You Be The Judge

Don: Boy, Dave, I've had it with this job. Everytime I turn around someone's complaining about the work I've done.
Dave: Who's been complaining?
Don: The foreman, that's who. He makes me feel like I'm an idiot!
Dave: How long have you been on the job?
Don: Today was my fourth day, and I'm really thinking about just not going in tomorrow.
Dave: But you've only been there four days.
Don: It seems like forty years, instead.
Dave: Have you talked to your boss, the guy who hired you, or the foreman?
Don: No, I wouldn't have the nerve. Besides, then I'd just get fired, anyway.
Dave: How long did you work at your last job?
Don: I was there two days, and just couldn't stand it. I didn't understand what they wanted me to do. I thought I was supposed to package orders, but they kept showing me how to fill out forms.
Dave: Well, it won't look very good on your record if you keep working at a job for just a few days. Why don't you talk to somebody about the problem.
Don: I guess maybe I'll think about it.

Instructions: What do you think Don should do about the job? Use the tips on Quitting A Job. Role play what might happen if Don goes in to talk to his boss. Also do a role play of what Don's next job interview might be like if he simply walks off the job.

Situation 4: Would You Hire John?

Mr. Parker: Hello, I'm Mr. Parker, and I'm the owner of this company. (Smiling, extending his hand)

John: (Awkwardly extending a rather limp hand, shakes Mr. Parker's hand) I'm John Hoff. (He looks down at his feet.)

Mr. Parker: Please come in and sit down, John.

John: (Nervously chewing gum) Thanks.

Mr. Parker: Tell me, John, why do you want this job?

John: (Scooting farther down in his chair) Well, I'm not in school, so I have to look for a job.

Mr. Parker: You've graduated, then?

John: No, sir, I quit.

Mr. Parker: I see.

John: I'd really rather be working than going to school. It's a waste of time.

Mr. Parker: John, did you attend school rather regularly?

John: Not really. I was bored, so I didn't always go.

Mr. Parker: What other jobs have you had?

John: I worked during July last summer for my uncle, who's in construction, also.

Mr. Parker: Did you like the work?

John: Yes. The only reason I quit was that I had a chance to go to Denver with some friends.

Mr. Parker: Let me ask you this. If I hired you, and we were satisfied with the job, how long would you expect to work here? I guess what I'm asking you is whether you have any long range plans?

John: Not really. I just want a job.

Mr. Parker: Well, John thank you very much for coming in. I have other applicants to interview, but we'll make a decision within the next two days.

Instructions: Role play Mr. Parker and hi[illegible]rtner discussing whether they should hire John to work for t[illegible]r construction business.

WORD SEARCH GAMES*

Objective: To explore occupational clusters using a game format

A word search can be used as a game with a class divided into teams. In the following two puzzles the numbers are written to designate each column of letters. To the left of the puzzle numbers are placed to indicate each row of letters. Students may want to make word searches for all of the clusters.

In this game, the moderator would give a description of a term. Perhaps, two students from 2 of the teams might be competing for the round. After hearing a clue, the first student to identify the column and row numbers in which the term begins, wins a point for his/her team. Using Word Search #1, if a clue were read: "I use a camera in my work," the first student who stated, "Row 1 (first letter), Column 1" would score the point.

Words in Word Search 1:

social services
social scientist
political
geographer
historian
personnel work
recreation
mental health work
placement
psychologist
soiologist
social work
economist
teach (twice)
professor
clergy
anthropologist
leader

Words in Word Search 2:

photographer
retail
floral design
writer
reporter
musician
interior
newscast
graphic
architect
radio
singer
dancer
editor
paint
direct
teach
performing arts
design
commercial
industrial design
urban planner
interpreter
landscape design

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*Adapted from an idea from Barbara J. Wilkie and Gail Trapnell, Fun Things for Teaching in Career Education, Vol. 1, Puzzles (Tallahassee, Fla.: American Enterprises, Inc., 1974).

WORD SEARCH GAMES
Page 2

WORD SEARCH GAME 1

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	S	O	C	I	A	L	S	E	R	V	I	C	E	S	Z	P
2	S	O	C	I	A	L	T	C	I	E	N	T	I	S	T	S
3	O	P	O	G	N	E	E	L	A	C	D	E	D	O	P	Y
4	C	L	U	U	T	A	A	E	B	O	T	A	D	C	R	C
5	I	A	N	I	H	D	C	R	C	N	B	C	B	I	O	H
6	O	C	S	D	R	E	H	G	D	O	B	H	C	A	F	O
7	L	E	E	A	O	R	L	Y	E	M	B	Z	X	L	E	I
8	O	M	L	N	P	O	L	I	T	I	C	A	L	W	S	O
9	G	E	O	C	O	L	W	K	F	S	A	A	V	O	S	G
10	I	N	R	E	L	M	N	J	G	T	C	C	W	R	O	I
11	S	T	T	R	O	Q	P	I	H	S	D	D	Z	K	R	S
12	T	W	U	S	G	E	O	G	R	A	P	H	E	R	S	T
13	Z	X	V	H	I	S	T	O	R	I	A	N	D	A	B	D
14	B	P	E	R	S	O	N	N	E	L	W	O	R	K	H	J
15	T	A	B	C	T	R	E	C	R	E	A	T	I	O	N	K
16	M	E	N	T	A	L	H	E	A	L	T	H	W	O	R	K

Words related to Social Science fields and Social Services fields
List of words in the Key

WORD SEARCH GAME 2

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	P	E	R	F	O	R	M	I	N	G	A	R	T	S	D	E	S	I	G	N
2	H	A	E	L	W	E	U	N	E	R	R	A	V	I	A	D	O	P	D	T
3	O	N	T	O	R	P	S	T	W	A	C	D	D	N	N	I	L	A	I	E
4	T	N	A	R	I	O	I	E	S	P	H	I	B	G	C	T	O	I	R	A
5	O	O	I	A	T	R	C	R	C	H	I	O	Z	E	E	O	I	N	E	C
6	G	U	L	L	E	T	I	I	A	I	T	Z	X	R	R	R	S	T	C	H
7	R	N	D	D	R	E	A	O	S	C	E	D	J	Z	X	Q	T	X	T	Z
8	A	C	I	E	A	R	N	R	T	Z	C	O	M	M	E	R	C	I	A	L
9	P	E	S	S	A	B	C	D	A	C	T	O	R	Z	A	B	C	D	E	W
10	H	R	P	I	I	N	D	U	S	T	R	I	A	L	D	E	S	I	G	N
11	E	B	H	G	U	R	B	A	N	P	L	A	N	N	E	R	Z	B	D	C
12	R	B	A	N	I	N	T	E	R	P	R	E	T	E	R	H	J	H	K	B
13	A	B	Y	L	A	N	D	S	C	A	P	E	D	E	S	I	G	N	L	M

Arts, Design, Communications Words
List of words in the Key

WORD SEARCH GAMES
Page 2

WORD SEARCH GAME 1

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	S	O	C	I	A	L	S	E	R	V	I	C	E	S	Z	P
2	S	O	C	I	A	L	T	C	I	E	N	T	I	S	T	S
3	O	P	O	G	N	E	E	L	A	C	D	E	D	O	P	Y
4	C	L	U	U	T	A	A	E	B	O	T	A	D	C	R	C
5	I	A	N	I	H	D	C	R	C	N	B	C	B	I	O	H
6	O	C	S	D	R	E	H	G	D	O	B	H	C	A	F	O
7	L	E	E	A	O	R	L	Y	E	M	B	Z	X	L	E	I
8	O	M	L	N	P	O	L	I	T	I	C	A	L	W	S	O
9	G	E	O	C	O	L	W	K	F	S	A	A	V	O	S	G
10	I	N	R	E	L	M	N	J	G	T	C	C	W	R	O	I
11	S	T	T	R	O	Q	P	I	H	S	D	D	Z	K	R	S
12	T	W	U	S	G	E	O	G	R	A	P	H	E	R	S	T
13	Z	X	V	H	I	S	T	O	R	I	A	N	D	A	B	D
14	B	P	E	R	S	O	N	N	E	L	W	O	R	K	H	J
15	T	A	B	C	T	R	E	C	R	E	A	T	I	O	N	K
16	M	E	N	T	A	L	H	E	A	L	T	H	W	O	R	K

Words related to Social Science fields and Social Services fields
List of words in the Key

WORD SEARCH GAMES
Page 3

WORD SEARCH GAME 2

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	P	E	R	F	O	R	M	I	N	G	A	R	T	S	D	E	S	I	G	N
2	H	A	E	L	W	E	U	N	E	R	R	A	V	I	A	D	O	P	D	T
3	O	N	T	O	R	P	S	T	W	A	C	D	D	N	N	I	L	A	I	E
4	T	N	A	R	I	O	I	E	S	P	H	I	B	G	C	T	O	I	R	A
5	O	O	I	A	T	R	C	R	C	H	I	O	Z	E	E	O	I	N	E	C
6	G	U	L	L	E	T	I	I	A	I	T	Z	X	R	R	R	S	T	C	H
7	R	N	D	D	R	E	A	O	S	C	E	D	J	Z	X	Q	T	X	T	Z
8	A	C	I	E	A	R	N	R	T	Z	C	O	M	M	E	R	C	I	A	L
9	P	E	S	S	A	B	C	D	A	C	T	O	R	Z	A	B	C	D	E	W
10	H	R	P	I	I	N	D	U	S	T	R	I	A	L	D	E	S	I	G	N
11	E	B	H	G	U	R	B	A	N	P	L	A	N	N	E	R	Z	B	D	C
12	R	B	A	N	I	N	T	E	R	P	R	E	T	E	R	H	J	H	K	B
13	A	B	Y	L	A	N	D	S	C	A	P	E	D	E	S	I	G	N	L	M

Arts, Design, Communications Words
List of words in the Key

WORK IN ANOTHER COMMUNITY

Objective: To explore many occupational possibilities

Write letters to communities of your choice asking about job opportunities there. (Try writing the Chamber of Commerce in various cities.)

WORKERS ORGANIZE. WHY?

Objective: To recognize and identify some of the individual and environmental factors which influence career development

1. Bring newspapers collected over a few weeks. Ask the students if they can find any articles on strikes.

2. Discuss the effect of a strike on employees. Invite a resource person in to discuss this topic.

3. Divide the class into at least 3 sections--labor, arbiters (neutral parties), and management.

   Explain to labor what they want while working on the assembly line of the Clapboard Mobile Home Plant. They can set up a list of demands in the areas of wages, working conditions, and fringe benefits.

   Set up a bargaining table with management, arbiters, and labor making requests. Each side will represent itself. The arbiters will come up with some kind of decision.

4. Show students copies of journals and other publications from work-related organizations: NEA Journal, American Vocational Association Journal, etc. Ask students if their parents belong to unions or any work-related organizations. If so, ask them to bring a copy of their publication. Ask the students: Why do these people join these organizations?

WORK PAPERS SCAVENGER HUNT

Objective: To realize that education and work are inter-related

This exercise will help the class build up a supply of actual business and work forms used in the community. This could correspond with an exploration of work tools. Emphasize that workers are involved in many reading, writing, and arithmetic activities on the job. Many of these activities are recorded on a variety of forms. (Relate to the forms in Medical Packages, Accounting and Bookkeeping, Sales, Filing Package, etc.)

Ask students to go out into the community and obtain one sample form each. When you pick up the form, get the worker to explain how it is used. Add this form to the class bulletin board entitled, "Paper Work". Place work forms all over the room along with collages and other career-related pictures. Students could use copies of these in job simulations. Parents like to share papers from their work. Also have them come to demonstrate tools and show uniforms they wear on the job.

WORKER ADDRESSES

Objective: To explore the varieties of occupations and become acquainted with work-related vocabulary

Fill in the blanks below with the names of streets which rhyme with the words street, lane, way, path, trail, terrace, and court. If you are stumped on some of the street names, check to see what the person in the occupation does, and find a clue to the street name!

1. A mortician could live on ________________Drive.
2. Singers might live on __________Street, while a ballet dancer
3. would most likely live on ____________Way.
4. The bill came from my dermatologist who lives on _________Court.
5. Several soldiers live on ____________Court.
6. Turn left at the billboard and go two blocks and you'll ________________Road where the biologist lives.
7. Two anesthesiologists live on __________________Lane.
8. The heavy equipment operator stays on __________________Lane.
9. Our favorite plumber lives on _______________Lane.
10. I know a professional athlete who lives on _____________Street.
11. The butcher's address is 1025 _______________Street.
12. My French teacher lives on ________________Terrace.
13. The Spanish teacher lives with her family on _____________Lane.
14. The aviator is staying on _____________Lane.
15. The local hod carrier lives on ________________Road.
16. Turn left at the next block and you'll find the psychiatrist who lives on ______________Lane.

17. Russell Stover candies are sold at a shop on _______Street.
18. Send an invitation to the coach who lives at #5_____Court.
19. How long has that naval officer lived on_______Court?
20. I looked for the gardener until I found his house on___Road.
21. Did you think I was teasing when I said the boat sales person lived on _______________Road?
22. Smiling, the receptionist mentioned she lives on _________Street.
23. Where else would a shoe sales person live but on _______Street?
24. Stop by and pick up the librarian who lives on ___________Court.
25. Let's stop by the new bakery on ____________Court.
26. On Saturday night the party will be at the jazz musician's house on ________________Drive.
27. An ambulance has been called to rescue an injured party at ______________Drive.
28. At 2683 ___________Lane, the impressionist is doing his routine.
29. The jockey exercises and trains at stables on ___________Lane.
30. Whenever the city is inundated in a storm, the meteorologist heads for her home on __________________Lane.
31. Having been frightened watching Dracula on the late, late show, the hematologist bolted the doors on her house on ________Lane.
32. The zoologist was called at his house on ____________Street because a wild animal had escaped.
33. Owner of the only snow plow in town couldn't get out of his driveway on _____________Street because of a 30-foot drift.
34. During the hottest part of the summer, the air conditioning person made no house calls, but stayed at her house on _________________Street.
35. Cynthia Chic, a fashion model in New York City, lives in a plush apartment on _________ _____Street.
36. The conductor lives in a renovated caboose on ____________Lane.
37. Iva Gripe, who works in a customer services office at a local department store, lives on _______________Lane.
38. The physical education teacher at the high school did too many pushups and is recuperating at his home on _______________Lane.
39. J. B. Wheat lives in a comfortable ranch-style house on ___________________Lane.
40. The neurologist lives four blocks from the hospital on _________________Lane.
41. Please pick up a #3 crochet needle at the yarn shop on ________________Lane.
42. He's making a map so that we'll be able to easily find the geographer's house on ______________Lane.
43. They laughed so hard at the comedian's house on _______________ Lane that the lights flickered for a moment.
44. Supposedly the chair was delivered to the upholsterer's shop on _______________________Street.
45. Notice that there is a circle drive in front of the track star's house on _______________________Street.

WORKER ADDRESSES

Page 3

46. The guest refused to stay at the window installer's glass house on ____________________Lane.
47. Having worked the late shift at the newspaper, the writer went home to rest for a few hours at his home on __________________ Court.
48. Because of inclement weather and a slight cold, the vocal music teacher will be staying at home for a few days at #5_______Trail.
49. There was evidence that the window washer had lived on _____Trail for some time.
50. The postman delivered the letters to his house by mistake on _______________Trail.
51. The marketing representative sold vacuum cleaners door to door until he reached his own house at #56 ____________Trail.
52. A computer programmer left a stack of punched cards outside his front door on _______________Path.
53. The waitress lives in a house on _______________Way, only two blocks from the restaurant where she works.
54. After hours the sculptor holds art shows at his house on ________________Way.
55. The horse trainer lives in a small bungalow on _______Way.
56. Stop by and deliver this check to the cashier who lives on _____________Way.
57. She finally understood her to say that the speech therapist lives on __________________Way.
58. In a small midwestern city the sheriff lives in back of his office on __________________Trail.
59. Van Driver, the local dog catcher, has lived for several years in a double size trailer on ___________________Way.
60. Living on ____________________Way has been quite an experience for Ernest Johnson, Minister of the only church in a small town.
61. Prop, a semi-professional actor, spends his summers studying art and acting and entertaining friends at a small apartment on _____________Way.
62. Imno Dummy, a noted window decorator, contracts with several department stores, and works out of her apartment on ______Way.
63. Tony Shoemaker, ballet instructor, offers dance instruction at his studio on ______________Way.
64. Ima Fuller, a gourmet cook in an Italian restaurant, cooks all day and then goes home and cooks for her private catering service, which is located on ________________Way.
65. Shorty Nose is the only fencing instructor in town and is well known to his friends on _______________Way.
66. From the time he was seven years old, John, now a gerontologist living on ______________Way, got along well with senior citizens.
67. Irene, head radiologist at a large hospital, could see right through the story the stranger told her, so she locked her car doors and headed for her home on ______________Way.

68. The diplomat invited the King of England to stay at his home on ____________Lane.
69. Wearing a tacky coat and baggy trousers, the alteration man headed for his home on ____________Way.
70. Tired of trying to show students how to make aspirin in the lab, the exhausted professor dragged himself to his house on ____________Lane.
71. The bondsman left town in pursuit of the accused man who escaped from his home on ____________Trail.
72. The dietician warned the hospitalized man not to eat sweets, even when visiting home at 4562 _______Lane during the Christmas holidays.
73. The wool manufacturer made his first million at age 30 and now lives in a redecorated castle in Europe on _______Street.
74. Late for work, John Patterson, carpenter, came lumbering out of his house on ___________Trail.
75. The accountant promised to figure the man's taxes if he would come to his house on ___________Trail.
76. As a merchant in the downtown area, Mr. Parker hated living in his suburban home on ________Trail, because commuting to work took him three hours each day.
77. Living on ___________Court, the customs official found that she met many people on the way to work who were international jewelry merchants.
78. After specializing in podiatry and practicing in the big city, John enjoyed the peace and quiet he found in his home on _________Row.
79. As a divorce lawyer, John Law works many hours on cases while he is at his home on ____________Court.
80. The truck farmer lives in the country through the week, but goes home to his wife and family on _______Street on the weekends.
81. The entire store had to stay after hours helping Martha, the inventory clerk, so afterwards she invited them to a party at her house on ___________Street.
82. The promising young jockey grew up in a small town and lived with her family on __________Street; now she lives outside
83. a large city in a small apartment on _________Lane.
84. The owner of the large restaurant grew up in Paris but now lives in a large eastern city on _____________Street.
85. Worried about not getting the work finished in time, the eager young bank teller took some work with him to his home on ______________Street.
86. A former embezzler, Con Artist holds down a good job, sees his parole officer weekly, and lives in a conservative home on ______________Street.

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WORKER ADDRESSES - KEY

1. Alive
2. Beat
3. Plie'
4. Wart
5. Fort
6. Toad
7. Pain
8. Crane
9. Drain
10. Cleat
11. Meat
12. Paris
13. Spain
14. Plane
15. Load
16. Brain
17. Sweet
18. Sport
19. Port
20. Mowed
21. Rowed
22. Greet
23. Feet
24. Sort
25. Torte
26. Jive
27. Survive
28. Feign
29. Mane
30. Rain
31. Vein
32. Cheetah
33. Sleet
34. Heat
35. Neat
36. Train
37. Complain
38. Strain
39. Grain
40. Brain
41. Skein
42. Terrain
43. Inane
44. Seat
45. Fleet
46. Pane
47. Report
48. Scale
49. Pail
50. Mail
51. Sale
52. Math
53. Tray
54. Clay
55. Neigh
56. Pay
57. Say
58. Jail
59. Stray
60. Pray
61. Play
62. Display
63. Plie'
64. Entree'
65. Touche'
66. Gray
67. X-Ray
68. Reign
69. Fray
70. Explain
71. Bail
72. Gain
73. Bleet
74. Nail
75. Detail
76. Retail
77. Export
78. Toe
79. Support
80. Beet
81. Deplete
82. Petite
83. Mane
84. Bon Appetite
85. Receipt
86. Deceit

WORK WORD SCRAMBLE

Objective: To explore many occupational possibilities

Unscramble these words which are occupations related to Project Discovery Packages. After you've unscrambled the words, tell what package that job would belong with. Students may want to make these up and try to stump their classmates.

1. mesttcogoosli
2. eeoobkkerp
3. antccounta
4. icalermmoc isartt
5. servderati
6. sierdgen
7. cemten samon
8. ccaattounn
9. berumpl
10. sssperaleon
11. iorterin anipetr
12. iorterin cortorade
13. oirfslt
14. cuthorlttruiis
15. caideml chnteiainc
16. buanalmce adanttten
17. tendal ginyhtsie
18. alb echtciiann
19. atewir
20. reiwasst

WORK WORD SCRAMBLE - KEY

1. cosmetologist - Hair Styling, Skin Care Package
2. bookkeeper - Accounting and Bookkeeping Package
3. accountant - Accounting and Bookkeeping Package
4. commercial artist - So Ya Wanna Be an Artist Package
5. advertiser - Advertising and Editorial Design Package
6. designer - Advertising and Editorial Design Package
7. cement mason - Masonry Package
8. accountant - Accounting and Bookkeeping Package
9. plumber - Plumbing Package
10. salesperson - Sales Representative Package
11. interior painter - Wall Covering Package
12. interior decorator - Wall Covering Package
13. florist - Greenhouse Package
14. horticulturist - Greenhouse Package
15. medical technician - Health Packages
16. ambulance attendant - Medical Emergency Package
17. dental hygienist - Dental Care Package
18. lab technician - Biological Science Package
19. waiter - Waiter/Waitress Package
20. waitress - Waiter/Waitress Package

APPENDIX

CENTRAL KANSAS
CAREER DEVELOPMENT PROGRAM
BOX 545, 218 EAST SEVENTH
NEWTON, KANSAS 67114

APPENDIX SUMMARY

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JOB BANK

APPENDIX 1*

INDUSTRIAL AND RELATED

Foundry worker
Machine tool operator
Tool and die maker
Bookbinder
Printing press worker
Automobile painter
Auto Body Repair person
Boilermaking work
Furniture upholsterer
Motion picture projectionist
Photographic laboratory worker
Assembly line worker
Power truck operator
Production painter
Stationary engineer
Waste water treatment plant operator
Welder and flame cutter

OFFICE OCCUPATIONS

Bookkeeper
Cashier
File Clerk
Hotel front office clerk
Office machine operator
Postal clerk
Receptionist
Shipping and receiving clerk
Statistical clerk
Stock clerk
Stenographer
Secretary
Typist

Computer Related:
Computer programmer
System analyst

Banking:
Bank Clerk
Bank officer (loan officer)
Bank teller

Insurance:
Actuary
Claim adjuster
Claim examiner
Underwriter

Administrative:
Accountant
Advertising worker
City manager
College student personnel worker
Credit manager
Hotel Manager
Industrial traffic manager
Lawyer
Marketing research worker
Personnel worker
Public relations worker
Purchasing agent

SERVICE OCCUPATIONS

Building custodian
Exterminators
Hotel housekeepers

Food Service:
Cook/chef
Meatcutter
Waiter/waitress

Personal Service:
Barber
Bellman
Cosmetologist
Funeral director

Protective and Related Service:
FBI special agent
Firefighter
Guards/watchmen
Police
State police officer
Health and regulatory inspector (govt.)

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*List of Occupations from the Occupational Outlook Handbook.

SOCIAL SERVICE OCCUPATIONS

Counseling Occupations:
School counselors
Employment counselors
Rehabilitation counselors
College career planning and placement counselors

Clergymen:
Protestant ministers
Rabbis
Roman Catholic priests

Other Social Service Occupations:
Cooperative extension service workers
Home economists
Psychologists
Recreation workers
Social service aides
Social workers

ART, DESIGN, AND COMMUNICATIONS-RELATED OCCUPATIONS

Performing Artists:
Actors and actresses
Dancers
Musicians
Singers

Design Occupations:
Architects
Commercial artists
Displaymen
Floral designers
Industrial designers
Interior designers
Landscape architects
Photographers
Urban planners

Communications-Related Occupations:
Interpreters
Newspaper reporters
Radio and television announcers
Technical writers

SCIENTIFIC AND TECHNICAL OCCUPATIONS

Conservation Occupations:
Foresters
Forestry aides and technicians
Range managers
Soil conservationists

Engineers:
Aerospace
Agricultural
Biomedical
Ceramic
Chemical
Civil
Electrical
Industrial
Mechanical
Metallurgical
Mining

Environmental Scientists:
Geologists
Geophysicists
Meteorologists
Oceanographers

Life Science Occupations:
Biochemists
Life scientists
Soil scientists

Mathematics Occupations:
Mathematicians
Statisticians

Physical Scientists:
Astronomers
Chemists
Food scientists
Physicists

Technician Occupations:
Broadcast technicians
Draftsmen
Engineering and science technicians
Food processing technicians
Surveyors

SOCIAL SCIENTISTS

Anthropologists
Economists
Geographers
Historians
Political scientists
Sociologists

MECHANICS AND REPAIRMEN

Telephone Craft Occupations:
Central office craft occupations
Central office equipment installers
Linemen and cable splicers
Telephone servicemen

Other Mechanics and Repairmen:
Air-conditioning, refrigeration, and heating mechanics
Appliance servicemen
Automobile body repairmen
Automobile mechanics
Boat motor mechanics
Bowling pin-machine mechanics
Business machine servicemen
Computer service technicians
Diesel mechanics
Dispensing opticians and optical mechanics
Electric sign servicemen
Farm equipment mechanics
Industrial machinery repairmen
Instrument repairmen
Jewelers
Locksmiths
Maintenance electricians
Motorcycle mechanics
Piano and organ servicemen
Shoe repairmen
Television and radio service technicians
Truck mechanics and bus mechanics
Vending machine mechanics
Watch repairmen

Other:
Mail carrier
Telephone operator

Education and Related:
Teacher, Elementary
Teacher, Secondary
Teacher, College

Library:
Librarians
Library technical assistant

Sales Occupations:
Automobile part countermen
Automobile salesworkers
Automobile service advisors
Gasoline service station attendants
Insurance agent and broker
Model
Manufacturer salesworker
Real estate salesworker
Retail Trade salesworker
Securities (stock) broker

Construction:
Bricklayer
Carpenter
Cement mason
Electrician
Floor covering installers
Glaziers
Lathers
Painters and paper hangers
Plumbers
Roofers
Sheetmetal worker

Transportation:
Air traffic controller
Aircraft mechanic
Airline dispatcher
Flight attendants
Pilot
Traffic agent/clerk
Merchant Marine officer
Railroad conductor
Locomotive engineer
Station agent
Track worker

Driving Occupations:

- Inter-city bus drivers
- Local transit bus drivers
- Local truck drivers
- Long distance truck drivers
- Parking attendants
- Taxi drivers

HEALTH OCCUPATIONS

Dental Occupations:

- Dentists
- Dental assistants
- Dental hygienists
- Dental laboratory technicians

Medical Practitioners:

- Chiropractors
- Optometrists
- Osteopathic physicians
- Physicians
- Podiatrists
- Veterinarians

Medical Technician, and Assistant Occupations:

- Electrocardiograph technicians
- Electroencephalographic technician
- Medical assistants
- Medical laboratory workers
- Medical record technicians and clerks
- Operating room technicians
- Optometric assistants
- Radiologic (X-ray) technicians

Nursing Occupations:

- Registered nurses
- Licensed practical nurses
- Nursing aides, orderlies and attendants

Therapy and Rehabilitation Occupations:

- Occupational therapists
- Occupational therapy assistants
- Physical therapists
- Physical therapist assistants and aides
- Speech pathologists and audiologists

Other Health Occupations:

- Dieticians
- Hospital administrators
- Medical record administrators
- Pharmacists
- Sanitarians

APPENDIX 2

JOB FACT SHEET

Job ____________________

JOB REQUIREMENTS:
Physical:

Appearance:

Speech:

Personality:

Equipment:

License:

Labor Union Membership:

Other Organizations:

JOB BENEFITS:
Vacations:

RETIREMENT:

Sick Leave:

Other:

JOB EARNINGS:
Starting pay:

Top pay:

When paid (weekly, monthly, etc.)

How paid (wages, commission, etc.)

HOW TO QUALIFY:
Education:

Experience:

Age:

Examination:

ADVANCEMENT:
Promotion possibilities:

Possibilities of transferring to other job fields:

SPECIAL QUALIFICATIONS:
Who is most likely to be hired for this position? That is, is there any discrimination because of sex, age, race, religion, etc.?

JOB OUTLOOK:
What are the job possibilities now?

What do they appear to be in the future?

REFERENCES USED: List title, author, publisher, date, and page:

APPENDIX 3

JOB INTERVIEW QUESTIONNAIRE
Interview with a Worker

Name of occupation______________Place of employment___________

DUTIES AND RESPONSIBILITIES OF THIS OCCUPATION

1. What do you do on a typical day in your job?
2. Did you do anything yesterday that was different from the day before? Last week? Last month?

ADVANTAGES OF THIS TYPE OF OCCUPATION

3. Why did you take this job?
4. What part of this job do you like best?

CONTRIBUTION OF THIS OCCUPATION TO OTHERS

5. Who depends on your work?

EFFECT OF ENVIRONMENTAL CHANGES ON THIS TYPE OF WORK

6. What experiences and training on this job might prepare you for another job should you ever want to change or need to change?
7. Are people with your kind of skills usually needed even when business may be bad?
8. What kinds of changes are taking place in this type of work?
9. Is your work at all seasonal? If so, when are you busiest? What do you do the rest of the year?
10. How many times did you change your mind about what you wanted to be before you went into this kind of work?

GEOGRAPHICAL AREA

11. Is this type of work limited to a geographical area? If so, please explain.

JOB INTERVIEW QUESTIONNAIRE
Page 2

QUALIFICATIONS NEEDED FOR THIS KIND OF WORK

12. Education:

13. Training:

14. Experience:

15. License:

16. Union membership:

17. Personality Characteristics:

18. Abilities:

CLASSES IN JUNIOR HIGH AND HIGH SCHOOL THAT HELP IN THIS OCCUPATION

19. What classes did you take in junior high and high school that help you now in this type of work?

LEISURE ACTIVITES:

20. How many hours a day do you have for leisure-time activities?

21. What are your leisure activities?

22. Did any of your leisure activities increase your ability to obtain this job or to help you to perform better on this job?

RECOMMENDATION TO YOUNG PEOPLE ENTERING THE JOB MARKET:

23. What advice would you give to a person planning to enter this type of work?

APPENDIX 4

HOW TO USE THE PROJECT DISCOVERY ACTIVITY COMPLETION FORMS

An activity experience form similar to the ones in Appendix 5 may be used by both student and teacher to keep an accurate record of student exploration experiences, or as a teacher evaluation report. It may also be incorporated with the student exploration contracts explained in the EXPLORING CAREER CLUSTERS section of the LEADER'S GUIDE. Teachers may also want to use these forms with the I LEARNED STATEMENTS found in the GAMES AND FUN CAREER ACTIVITIES in the LEADER'S GUIDE.

Any of the Activity completion forms may be used for post-package review. This serves as an excellent basis for post-package interviewing. Assisting the students to provide conscientious and meaningful responses can be one of the most useful of all activities for both student and teacher.

The Form 5a is concerned with People, Data, Things awareness. This form can be used to introduce the notion of using involvement with people, data, or things as a basis for classifying careers. Some careers are primarily one or the other; some careers must be classified as having combination involvements. Follow-up can utilize the Dictionary of Occupational Titles to illustrate the variation of involvement within a basic category.[1]

It is recommended that all student interactions with packages and mini-packages be recorded and filed. This serves as an excellent basis for evaluating their exploration experiences. The teacher might want to introduce the Project Discovery Filing Package early in her/his Career Class. Each one of the students makes a file folder entitled "Career Exploration Experiences." These file folders are kept in a file drawer and are filed alphabetically by class. Students put all of their evaluation forms and work sheets (student handouts) in this file folder.[2]

Ouida Pyle, McPherson, Junior High School, has the students file their experiences in folders and then make a careers notebook at the end of the semester. Students may then take home their careers notebook.[3]

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[1] Adapted from the "Student Exploration Experience Chart," Teacher instructions section, Project Discovery Guidance Activities (Red Oak, Iowa: Southwest Iowa Learning Resources Center, 1974, p. 13).

[2] LeNoir Rowland, Teacher, Erie Elementary School, Erie, Kansas, 1976.

[3] Ouida Pyle, Teacher, McPherson Junior High School, McPherson, Kansas, 1976.

APPENDIX 5a
PROJECT DISCOVERY ACTIVITY COMPLETION FORM

Package________________________ Student Name____________________ Date_______

Name of Activity	In the space below, write down if you think this is a PEOPLE, DATA (Ideas), or THINGS activity.	Rate the Activity		
		Good	Average	Bad
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

To the student: Please answer the following questions:

A. Did you finish all of the activities in the package? Yes____No____

B. Why did you STOP when you did?

_____I was tired of this kind of work
_____I did not like doing this kind of work
_____I ran out of time
_____I ran out of materials
_____The package was not interesting to me
_____This package was too hard to read and understand

Other reasons:______________________________________

C. Which activities were your favorites?
Circle: 0 1 2 3 4 5 6 7 8 9 10 11 12

D. Why?

E. Do you tend to like PEOPLE, DATA or THINGS-related activities?________

The Teacher will fill in the following evaluation:

_____Good work attitudes
_____Accepts authority figure
_____Is punctual
_____Works productively for extended period
_____Works with confidence
_____Shows initiative
_____Works cooperatively with peers
_____Showed pleasure in doing this package
_____Behavior self controlled
_____Expressed interest for more information on this occupation

APPENDIX 5b
PROJECT DISCOVERY ACTIVITY COMPLETION FORM

PACKAGE:____________________ STUDENT:_______________________ GRADE:_______
Total Number of Activities in the Package:______

Instructions: When an activity in this package is completed, present this sheet to your teacher for approval before going to the next activity.

ACTIVITY	NAME OF ACTIVITY	DATE	TEACHER'S INITIALS	How much supervision was needed on this activity?		
				None	Some	Alot
Act. 1						
Act. 2						
Act. 3						
Act. 4						
Act. 5						
Act. 6						
Act. 7						
Act. 8						
Act. 9						
Act. 10						
Act. 11						
Act. 12						

A. Did you finish all of the activities in this package? Yes____No____

B. Why did you STOP when you did?

_____I was tired of this kind of work.
_____The package was not interesting to me.
_____I did not like doing this kind of work.
_____This package was too hard to read and understand.
_____I ran out of time.
_____I ran out of materials.
Other reasons:____

C. Which activities were your favorites?

Circle: 0 1 2 3 4 5 6 7 8 9 10 11 12

Why?

You teacher will fill in the following evaluation:

_____Good work attitudes
_____Accepts authority figure
_____Is punctual
_____Works productively for extended period
_____Strives for good quality work
_____Works with confidence
_____Shows initiative
_____Works cooperatively with peers
_____Showed pleasure in doing this package
_____Behavior self controlled
_____Expressed interest for more information on this occupation

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APPENDIX 6
SAMPLE OCCUPATIONAL CLUSTERING SYSTEMS

U.S. OFFICE OF EDUCATION CAREER EDUCATION CLUSTERS

1. Construction Occupations
2. Manufacturing Occupations
3. Marketing and Distribution Occupations
4. Agri-Business and Natural Resources Occupations
5. Marine Science Occupations
6. Health Occupations
7. Public Service Occupations
8. Business & Office Occupations
9. Communications and Media Occupations
10. Transportation Occupations
11. Environmental Control Occupations
12. Hospitality & Recreation Occupations
13. Personal Services Occupations
14. Fine Arts and Humanities
15. Consumer and Homemaking-Related Occupations

HUMRRO SYSTEM (REVISED USOE SYSTEM)

- K-3
  - Goods Producing Occupations
  - Service Occupations
- Grades 4-6
  - Industry
  - Commerce
  - Social Science
  - Services
  - Arts
- Grades 7-9 (Industry Classifications)
  - Natural Resources
  - Construction
  - Manufacturing
  - Transportation & Communication
  - Trade and Finance
  - Government
  - Education
  - Health and Welfare
  - Personal Services
  - Production Services
  - Arts and Humanities
  - Recreation and Hospitality

OREGON CAREER EDUCATION CLUSTERS

1. Mechanical and Repair
2. General Clerical
3. Basic Marketing
4. Agriculture
5. Food Service
7. Wood Products
8. Secretarial
9. Metal Working
10. Bookkeeping & Accounting
11. Health
12. Electrical-Electronics
13. Social Service
14. Graphic Arts

MICHIGAN CAREER EDUCATION CLUSTERS

1. Agriculture-Natural Resources
2. Art and Science
3. Communications & Media
4. Construction
5. Distribution
6. Health
7. Home Economics
8. Hospitality & Recreation
9. Manufacturing
10. Office
11. Service
12. Transportation

JOHN HOLLAND'S CATEGORIES OF OCCUPATIONS

1. Enterprising
2. Social
3. Artistic
4. Conventional
5. Intellectual
6. Realistic

ROE'S FIELDS OF OCCUPATIONS

1. Service
2. Cultural
3. Business Contact
4. Organization
5. Arts and Entertainment
6. Outdoor
7. Science
8. Technology

APPENDIX 7

KANSAS CAREER EDUCATION OBJECTIVE CODE DEFINITIONS

EXPLORATION PHASE OF THE KANSAS MODEL*

All activities in the Leader's Guide were developed and adapted to meet the objectives in the Exploration Phase, Kansas Career Education Guide for Career Education. The following codes were used to identify these objectives in the Table of Contents and Summaries of Activities for each section in the Leader's Guide.

OBJECTIVE CODE	
I.	Exploration in Relation to Self
	The individual should:
IA	Recognize the uniqueness of each individual including oneself.
IB	Recognize and identify some of the individual and environmental factors which influence career development.
IC	Explore many occupational possibilities in light of one's self-knowledge.
ID	Recognize the importance of organizing one's time and energy.
IE	Begin learning the skills involved in the decision-making process.
IF	Modify or clarify one's self-concept in light of hands-on experiences.
IG	Examine market alternatives as related to various value systems.

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*Adapted from the "Exploration Phase," The Kansas Guide for Career Education (Topeka, Kansas: Kansas State Department of Education). The codes were developed for identifying objectives in the Table of Contents and Activities Summaries in the Leader's Guide.

OBJECTIVE CODE

II. Exploration in Relation to Work

The individual should:

IIA	Apply basic educational, manipulative and cognitive skills in performing simulated work activities of a creative, organizational, and operative nature.
IIB	Describe and differentiate one's self-characteristics as they are related to course selection and broad occupational areas.
IIC	Explore occupational clusters through hands-on, simulation, and observation experiences.
IID	Realize that education and work are inter-related.
IIE	Describe the major concepts underlying the economic and industrial systems by which goods and services are produced.
IIF	Describe differences among occupations in terms of tools used, nature of tasks performed, prerequisite skills required for entrance, and contribution of each to our society.
IIG	Recognize the personal and social significance that work has in the lives of individuals at varying levels within the occupational structure.

III. Exploration in Relation to Leisure

The individual should:

IIIA	Actually become involved in many leisure activities that will develop mental and physical dexterity.
IIIB	Explore the relationship between the use of leisure time and individual needs.
IIIC	Explore personal values as they relate to leisure activity and continue to relate hobbies, games, activities to self-knowledge.
IIID	Explore the management factors inherent in decision-making regarding leisure time.

APPENDIX 8

INFUSING A PROJECT DISCOVERY PACKAGE INTO A COURSE OR UNIT OF STUDY

The following is a list of questions that might be considered by a classroom teacher, group leader, or counselor before a PROJECT DISCOVERY exploration package is included in a regular course of study.

In your planning process omit irrevelant questions or add items wherever necessary.

DISCOVERY PACKAGE NAME____________________________
CLASS TITLE______________________________________
UNIT TITLE_______________________________________

1. How does this package fit into this unit of study?
2. What audio-visuals, or introduction will you use to introduce the exploration, or set the mood? (bulletin board displays, pre-exploration activities, etc.)
3. How will you prepare the students for exploring the package? (teacher demonstration, student demonstration, pre-test on content you want to stress, audio-visuals, self-directing exercises, etc.)
4. How will you decide which of the students will use the package?
5. How many students will use the package at once? in total?
6. How long does the package take? (depends on grade, interest and ability and length of class period)
7. What do you have planned for the rest of the students while some students work on packages?
8. What physical set-up will you have to use in your room while the students are using the packages?
9. What additional equipment or supplies do you need to get for your room?
10. What schedule for set-up and clean-up should be established?
11. After a student finishes the package, what follow-up activities do you have planned?
    a. written report on why the student liked or disliked the package (Project Discovery Activity Completion Form)
    b. debriefing by the teacher on why the student liked or disliked the package
    c. "I learned....." statements on a written report
    d. additional help to students on tasks they found difficult
    e. direction to in-depth experiences on subjects the students really liked
    f. a post-test on the content you wanted to stress as it related to the unit
    g. activities that would make this package more meaningful (i.e. field trips, movies, speakers, interviews with workers, demonstrations by experts, role-playing, etc.)
12. Where will you find additional information on this particular occupational field?

APPENDIX 9

GUIDELINES FOR DEVELOPMENT OF AN IMPLEMENTATION MODEL UTILIZING PROJECT DISCOVERY

The following is a brief outline of considerations that may be used in the development of an implementation plan for the use of PROJECT DISCOVERY. Implementation plans will vary in direct response to student needs, program objectives, existing curricular structures, professional staff, physical facilities and resources.

The broad scope of the categories used will allow for use in program evaluation and revision as well as in initial consideration of program design. Omit irrelevant items or include additional items wherever it may be necessary.

I. ESTABLISHING PROGRAM OBJECTIVES

A. The goals of PROJECT DISCOVERY implementation will be to help the student: (check one or more of the following)

____1. to develop a more realistic concept of the career being explored.
____2. to relate the world of work to various subject matter areas (i.e. Accounting and Bookkeeping to Mathematics, etc.).
____3. to understand and use a model for "discovery" and "exploration" in the world of work.
____4. to consider the "people", "data", or "things" related characteristics of the specific work activities in a career package.
____5. to learn some elementary job skills for future part-time employment in the community (i.e. Waiter/Waitress skills, etc.).
____6. to raise individual self-concept by allowing him/her to discover that they can successfully perform some actual work activity.
____7. to obtain some life survival skills (i.e. how to write a check and keep personal records, to use tools, etc.).
____8. Other:______________________________________

B. The federal, state, or locally mandated objectives for implementation are:______________________________

II. IDENTIFYING TARGET POPULATION

A. The grade level(s) that will be involved in exploration with PROJECT DISCOVERY packages will be: ___6, ___7, ___8, ___9
Other:______________________________________

B. Both boys and girls will have an opportunity to explore all packages, ___True, ___False (Title IX)

C. The following are characteristics that will apply to students who will be using PROJECT DISCOVERY in your school:

____1. need concrete and direct "hands-on" experiences to direct their learning (rather than the abstract)
____2. have limited exposure to the world of work
____3. are academically disadvantaged
____4. are socially disadvantaged (social and emotional problems that interfere with learning and with social relationships with fellow students)
____5. are regular discipline problems
____6. have poor attendance records in school
____7. have low self-concept
____8. have disadvantaged home environmental problems or family problems, such as broken homes)
____9. are physically disadvantaged (impairment of vision, etc.)
___10. are high achievers academically
___11. are potential drop-outs
___12. are of an ethnic background that has hindered school performance
___13. of an arbitrary random sampling of students
___14. who has expressed direct interest when given a choice
___15. Other:____

III. IDENTIFYING A PHYSICAL IMPLEMENTATION PROCEDURE

A. The individual career packages will be implemented into the existing curricular and physical structures through:

____1. a "Careers" class (a mini-course, activity or study period regularly scheduled, ranging from 3 to 18 weeks)
____2. any department or classroom based on teacher request
____3. in the Industrial Arts areas
____4. in the Home Economics areas
____5. in the Science Lab
____6. in a "PROJECT DISCOVERY" center or a total career exploration center
____7. in a library storage center to be checked out by teacher or student
____8. housed in a mobile career-exploration unit
____9. Other:____

B. In situations where physical facilities are inadequate for activities, arrangements can be made to move to other more appropriate settings (i.e. Masonry to a place appropriate for the mess, or with required water supply, etc.) ___True ___False

C. Necessary arrangements can be made for furniture requirements (tables where necessary to spread out materials, etc.)
___True ___False

D. If necessary a room can be arranged for displaying all the 20 packages (for introduction to students, parents' orientation, or public display of the program). ___True, ___False

E. The 20 packages will normally be housed or stored in the following area:______________________________________

F. The 20 packages will be circulated or shared with other groups within the following guidelines:______________________

IV. IDENTIFYING STAFF INVOLVEMENT

A. The professional staff involved in the use of PROJECT DISCOVERY will include: (Hopefully, willing volunteers!)

NAME	POSITION

(Continue this list on the back of the page if necessary.)

B. The student-teacher ratio will be:
____2 :1 ____15:1 ____10:1 Other:______________

C. A teacher's aide or semi-professional staff member will be used. ___True, ___False

D. The program counselor will be involved in the following capacity:______________________________________

E. The person(s) who will be responsible for the appearance of the packages, and handling of repairs, as well as for purchase of consumables will be:

____1. an appointed materials clerk
____2. the "Careers" teacher
____3. each teacher who used the packages
____4. the principal
____5. the district office clerk
____6. a secretary
____7. Other:______________________________________

V. DEVELOPING GUIDELINES FOR STUDENT USE

A. A student will be permitted to explore a career package based on

____1. his/her own personal choice
____2. availability at the time student requests
____3. the physical limitations of the room setting
____4. teacher selection, specifically to relate a certain concept
____5. a set of requirements made by a teacher who is coordinating package use (i.e. A student must choose top two packages based on interest; or a student must do 2 at random to expand his knowledge; or a student must do 2 he does not want to do to see if he/she really knows what it is all about. etc.)
____6. a sign-up sheet (especially in control of the most popular packages)
____7. a student contract
____8. Other:____

B. The student policy for completion of the exploration activities will be:

____1. each student may explore as many activites as he/she wishes and may quit at any point
____2. each student must finish at least half of the activities
____3. each student must complete at least 3/4 of the activities
____4. each student must complete any package chosen
____5. a student may quit working on a package whenever he/she desires; however, he/she must be able to verbalize, written or orally, the reason for termination
____6. Other:____

C. In a total program of career exploration the percentage of time emphasis that will be used on PROJECT DISCOVERY as well as other program components will be:

1. ____% PROJECT DISCOVERY packages
2. ____% Field Trips
3. ____% Research Notebooks
4. ____% Occupational Information Search
5. ____% Guest Speakers
6. ____% Self-Awareness Activities
7. ____% Other:____

D. The policy on the total number of students working together on one package will be:

____1. each student will work individually
____2. students may work in pairs
____3. students may work in small groups of 3 to 5 members
____4. Other:____

VI. RECORD KEEPING AND EVALUATION

A. An accurate and up-to-date record of student use and experience with the exploration will be kept, consistent with the following guidelines:

____1. an "Activity Completion Form" will be devised and kept in some central record file (See Appendix 5a,5b)
____2. each student will be required to hand in a "Job Completion Report" at the end of each work activity for the teacher's observation and initials
____3. a "Time Clock" daily report will be turned in to the teacher for file
____4. no record of student use will be kept
____5. each teacher will keep records as they apply to individual classroom requirements
____6. Other:____

B. Each student's exploration experiences will be evaluated using the following criteria:

____1. a check, check-plus, or check-minus will be marked on a student's "Activity Completion Form" with any additional comments from the teacher
____2. each student and teacher will complete an "Employer-Employee" interview after the exploration
____3. each will grade their own performance, satisfactory or unsatisfactory
____4. teachers will complete a written report on the student's work habits and performance
____5. Pre- and Post-Tests will be developed consistent with the objectives for use of the packages and will be graded and recorded
____6. each student will complete a report on each package explored to be maintained in a central file
____7. a simple check-list of activity completion will be kept on file
____8. students will file exploration experiences in a file folder which will be kept in a central file drawer
____9. Other:____

C. Additional record keeping or evaluation needs are as follows:
____

VII. COMMUNICATION OF IMPLEMENTATION PLAN

A. The following members of the community will be invited to examine the implementation and student use of the packages:

____1. retired citizens to supplement exploration with personal comments on their own job experiences
____2. workers in the community to be interviewed by students
____3. parents to act as aides
____4. business owners to observe the packages in use
____5. service clubs to offer help with consumables and to facilitate student field trips
____6. parents, citizens, and elementary students on a community "Careers Day"
____7. Other:____

B. State and/or federal directors of career education programs will be aware of the exploration program implementation through:

____1. a written notification
____2. an invitation to see the implementation in action
____3. as a proposal for state or federal grants or funding

EXPLORE PROGRAM

SUGGESTED IN-SERVICE PROGRAM
APPENDIX 10

I. Orientation:

The orientation component is the first which involves those personnel who have determined that they wish to be involved with hands-on career exploration activities for the junior high/middle school student. Orientation encompasses an overview of the (1) Kansas Model for Career Education with emphasis on the Exploration Phase of the Model, (2) the goals and objectives of the Central Kansas Career Development Program as it relates to the conceptual component of the in-service program. Materials: Slides of EXPLORE sites, Transparencies, Film, "I'd Rather Be".

II. Conceptualization:

This component provides the basis for all remaining components. The internalization of the concept of Career Exploration for each junior high/middle school student is mandatory for the desired results from in-service. In-service participants are:

(1) made aware of the concept phases in practical terms. They become familiar with the implementation models tested by the Central Kansas Career Development Program.

(2) They become familiar with the Leader's Guide and are instructed on how to utilize the guide.

(3) They are encouraged to become involved in applications of the concepts within the in-service small group sessions, utilizing group dynamic approaches.

(4) They make an analysis of their present teaching and how it relates to the concepts and materials presented at the workshop.

III. Instructional Methods:

The successful implementation of hands-on career exploration activities requires teachers to evaluate and often modify their methods of instruction. This component provides teachers experiences upon which they can modify instructional methods making them conducive to career exploration. Experiences with dynamic instructional methods as part of the in-service makes adaptation by teachers more systematic. Modifying of instructional methods combined with planning by objectives aid in establishing teacher competencies related to working with hands-on career activities.

The recognition of students as individuals and how they relate to these simulated job activities is a prime consideration of this component. Teachers also experience a sampling of values clarification, decision making and other activities related to Self Awareness from the Leader's Guide.

IV. Curriculum Relevance:

The development of career relevance in the curriculum is a key to career exploration. Therefore, planning relevant curricula is a compulsory phase of in-service. Included in this component are activities of planning. Curriculum is interrelated with the instructional methods and career clusters through the use of the Leader's Guide and the Project Discovery packages. Both curriculum relevance and instructional methods components may be applied to in-service training simultaneously.

V. Resource Development:

Teachers are assigned the task of developing a list of available resources of the local communities and developing resources for involvement with their classes.

VI. Materials Development:

Teachers should be aware of the Leader's Guide for the EXPLORE Program. It is emphasized that teachers should adapt career activities from the Leader's Guide to meet their students' needs. Sometimes this means rewriting the activities or developing their own.

VII. Evaluation:

Teachers will devise a plan for evaluating the goals of their program and set a time schedule for periodic review. They will devise some kind of post in-service plan for review and exchange of ideas.

APPENDIX 11

HOW TO PREPARE STUDENTS FOR CAREER ORIENTATION TOUR

1. Be sure that the students are fully aware of the location of the site they are to study.

2. Be sure the students have been aware of the product and occupations available at the site. Use any available film or filmstrips that may relate to the industry or the occupations. Point out the different jobs as they appear in the film.

3. Study as many different jobs as possible found at the site.

4. Whenever possible, have pictures of the site, occupations, and products.

5. Explain the background and the development of the particular industry to be visited.

6. Tell the students the name of the industry or company and names of people who have made the study tour possible. (Put names on the blackboard or bulletin board. Post any pictures you may be able to gather.)

7. Go over any maps or layouts of the site you may have. Point out interesting spots or areas you want the students to see.

8. Help the students develop some questions they may wish to ask at the site.

9. The teacher or coordinator should pre-visit the site wherever it is possible.

10. Travel time can be used to good advantage. Have students assigned to groups and each group watch for and compile a list of various workers observed to and from visitation site. Compare lists.

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*The career exploration activities search was extensive, but not definitive, so that some appropriate activities were no doubt overlooked. Many fine curriculum products were not used because the materials could not be adapted to the specific need the Leader's Guide was designed to meet. Private publishers and other producers of copyrighted curriculum materials were not canvassed.

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